BỘ GIÁO DỤC VÀ ĐÀO TẠO

HOÀNG VĂN VÂN (Tổng chủ biên) – LƯƠNG QUỲNH TRANG (Chủ biên)
NGUYỄN THỊ CHI – LÊ KIM DUNG – PHAN CHÍ NGHĨA – NGUYỄN THỤY PHƯƠNG LAN – VŨ MAI TRANG
Với sự cộng tác của DAVID KAYE

Tiếng Anh 8

SÁCH GIÁO VIÊN

TẬP HAI

NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM — TẬP ĐOÀN XUẤT BẢN GIÁO DỤC PEARSON

CONTENTS

INTRODUCTION

TIẾNG ANH 8 is the third of the four levels of English language textbooks for Vietnamese students in lower secondary schools learning English as a foreign language (EFL). It follows the systematic, cyclical, and theme-based syllabus approved by the Ministry of Education and Training in January 2012, which focuses on the use of language (pronunciation, vocabulary, and grammar) to develop the four language skills (listening, speaking, reading, and writing).

THE COMPONENTS OF THE TEXTBOOK

The complete learning set of **TIẾNG ANH 8** consists of **THE STUDENT'S BOOK**, **THE TEACHER'S BOOK**, **THE WORKBOOK**, and **THE CD.**

THE STUDENT'S BOOK

The Student's Book contains:

- Book map: Introducing the basics of each unit
- 12 topic-based Units, each covering seven sections to be taught in seven 45-minute lessons
- Four Reviews, each providing revision and further practice of the previous three units, to be dealt with in two periods
- Glossary: Giving meaning and phonetic transcription of the new words in the units

THE TEACHER'S BOOK

The Teacher's Book gives full procedural notes for teaching different parts of each unit. The answer keys to the exercises in the Student's Book and the transcriptions are also given in the Teacher's Book.

THE WORKBOOK

The Workbook mirrors and reinforces the content of the Student's Book. It offers:

- Further practice of the language and skills taught in class
- Four additional tests for students' self-assessment

THE CD

- The CD provides recorded scripts of all listening exercises and dialogues

THE COMPONENTS OF EACH UNIT

There are 12 main units in the Student's Book. Each unit has seven sections and provides language input for seven classroom lessons of 45 minutes each. These 12 richly illustrated, cross-curricular, and theme-based units focus on offering students motivation, memorable lessons, and a joyful learning experience. At the beginning of each unit there are explicit learning objectives that clearly state the main language and skills to be taught in the unit.

SECTION 1: GETTING STARTED

This section occupies two pages and is designed for one 45-minute lesson in class. It begins with a conversation followed by activities which introduce the topic of the unit. It then presents the vocabulary and the grammar items to be learnt and practised through the skills and activities of the unit.

SECTION 2: A CLOSER LOOK 1

A Closer Look 1 and ***A Closer Look 2*** are each designed to be taught in one 45-minute lesson.

A Closer Look 1 presents and practises the vocabulary and pronunciation of the unit. The active vocabulary of the unit is given in an interesting and illustrated way so that it is easy for students to memorise. Two or three sounds, which frequently appear in the unit, are targeted and practised in isolation and in context. There are different exercises focusing on intensive practice of vocabulary and pronunciation.

A grammar item may also be included in this section.

SECTION 3: A CLOSER LOOK 2

This section deals with the main grammar point(s) of the unit. The new language points are presented in a short text or a talk/interview. There are grammar tables and exercises which are well illustrated to help students remember and use the grammar items effectively. The 'Remember' boxes appear wherever necessary and help students to avoid common errors.

A Closer Look 1 and ***A Closer Look 2*** cover three pages and mainly give language focus and practice of receptive skills.

SECTION 4: COMMUNICATION

This section is designed to help students use the functional language in everyday life contexts and to consolidate what they have learnt in the previous sections. It also gives students opportunities to learn and apply the cultural aspects of the language learnt. The communication section provides cultural information about Viet Nam and other countries in the world. The vocabulary is clearly presented in boxes wherever it is needed.

SECTION 5: SKILLS 1

Skills 1 and ***Skills 2***, each covers one page and is designed to be taught in one 45-minute lesson.

Skills 1 comprises reading (receptive skill) and speaking (productive skill).

Reading

This section aims to develop students' reading abilities. In order to make the activity achievable, the reading text is often based on the vocabulary and structures that students have previously acquired. The reading always links with the topic of the unit and is interesting and relevant to the students. Important new vocabulary is introduced in the text and practised in a follow-up activity.

The reading also provides input for the speaking that follows.

Speaking

This section aims to provide further practice which supports students in their production of spoken English. The section uses the recently introduced items in combination with previously learnt language in new contexts.

SECTION 6: SKILLS 2

Skills 2 is composed of listening (receptive skill) and writing (productive skill).

Listening

The listening section provides students with an opportunity to develop their listening skills. This section trains them to listen for general and specific information.

Writing

This section focuses on developing students' writing skills. There is a writing tip or a guideline which is very useful to help them to write effectively. The result of the writing section must be a complete piece of writing (which is ideally assessed by the group/class/teacher).

SECTION 7: LOOKING BACK & PROJECT

This section covers two pages and should be dealt with in one 45-minute lesson.

Looking Back recycles the language from the previous sections and links it with unit topics. Various activities and exercises are designed to help students consolidate and apply what they have learnt in the unit. Through the students' performance in this section, teachers can evaluate their study results and provide further practice if necessary.

The Project helps students to improve their ability to work by themselves and in a team. It extends their imagination in a field related to the unit topic. The teacher can use this as an extra-curricular activity (for groupwork) or as homework for students to do individually.

REFERENCE FOR SKILLS AND LANGUAGE TEACHING

1. TEACHING READING

Reading is the first of the four language skills that receives special attention in **Tiếng Anh 8**.

- The reading activities in **Tiếng Anh 8** aim to help students develop sub-skills such as skimming for gist and scanning for details.
- Explanations should be given to students when they do not understand the meaning of a word. Some reading strategies such as focusing on familiar words, guessing unfamiliar words in context, etc. should be taught to students.
- Before teaching the text, the teacher should encourage students to guess what the text is about, what new words may appear in the text, etc.

2. TEACHING SPEAKING

There are two forms of speaking in **Tiếng Anh 8**: spoken interaction and spoken production. The first refers to the ability to ask and answer questions and handle exchanges with others. The second refers to students' ability to produce language appropriately and correctly.

Speaking activities include:

- *Pronunciation*: dialogues and role-plays (games, rhymes, and songs). Through these forms, students practise the stress, rhythm, and intonation patterns of English in a natural way. It is crucial to provide students with a lot of models and to build up their confidence with acceptance of approximate correct pronunciation.
- *Repetition*: helps students to memorise vocabulary and 'chunks' language. Repetition and classroom routines build up an expanding repertoire of English that helps students understand and respond to a situation as a part of communicative interactions in class. One strategy is to provide a lot of opportunities for students to practise with a secure feeling through choral repetition of action rhymes and games. It is also important to establish classroom routines (such as greetings and saying goodbye) at the beginning and the end of the lessons. Asking for permission, using common classroom expressions (e.g. *I don't understand. Could you say it again, please? May I ask you a question?*), or answering a question (e.g. *I don't know. I think/guess..., Perhaps...*) are important language tasks for students to practise daily.
- *Pair work/group work* and *class presentations* help students to talk freely in a language situation related to the topic of the unit. They also make students feel secure and promote their confidence in speaking.

Error correction should be done cautiously by the teacher. When students are talking, the teacher should not stop them to correct their mistakes. Mistakes should be analysed and only common errors should be highlighted afterwards and corrected collectively.

3. TEACHING LISTENING

Through listening, students become familiar with the sounds, rhythms, and intonation of English. When listening to English, students are actively engaged in constructing meaning and making sense of what they hear, using their knowledge and the clues provided by the context. It is very important to teach students to be aware of the purpose, the content, and intonation of the listening text.

Before listening, teachers should motivate and engage students in the listening activity; encourage them to predict the listening content; and introduce the new language or vocabulary which occurs in the listening text.

The listening activities aim to help students understand spoken English and develop sub-listening skills such as listening for gist and listening for details.

4. TEACHING WRITING

The writing activities aim to develop students' basic writing skills in English. Its emphasis is on providing writing techniques for a particular genre (e.g. email, an informal letter, a webpage, etc.) as well as practising the spelling of familiar vocabulary and sentence patterns. Teaching writing can be divided into three stages: *before writing, while writing,* and *after writing*.

- *Before writing* helps students understand why they write and provides them with the language input to express their ideas in English.
- *While writing* helps students write independently under the teacher's guidance and supervision.
- *After writing* helps students perfect their writing. They share their writing with peers and teacher for comments. After that, they revise (i.e. re-reading the writing to improve the content and organisation of ideas) and edit (i.e. re-reading the writing to correct errors and mistakes in grammar, vocabulary, spelling, etc.) it. They then submit their writing to the teacher for evaluation.

5. TEACHING PRONUNCIATION

In this book, the pronunciation part focuses on sentence stress and intonation. The students will have chance to practise saying sentences with correct stress on content words. Also, they can identify in which situations to stress pronouns, the verb 'be', auxiliaries, and short words and say these sentences correctly. Besides, they will practise intonation patterns in English.

In teaching sentence stress and intonation, it is advisable that the teacher should engage the students by using varied techniques including:

- Visual aids (flashcards, pictures, etc.)
- Miming
- Syllable/word focus and repetition
- Line by line repetition and clapping
- Listening and marking the stressed words
- Pair/group practice and performance

6. TEACHING VOCABULARY

Teaching vocabulary helps students understand, memorise, and use words appropriately in their specific contexts. Students at lower secondary level still learn 'chunks' of English which combine vocabulary and grammatical patterns in an unanalysed way. Therefore, it is crucial to give students plenty of time to practise, memorise, recycle, and extend their vocabulary and grammar in meaningful contexts. Regular recycling of vocabulary helps students recognise the same words embedded in different contexts and activities again and again. When teaching vocabulary, it is important to help students recognise, practise, and memorise words. This can be done by using visual aids (e.g. pictures, flashcards), by allowing students to listen and repeat the words, by explaining their meanings, using definitions and translation if necessary, and finally, by getting students to practise using the words with a range of spoken or written activities, which can be done individually or in pairs.

7. TEACHING GRAMMAR

Teaching grammar helps students use correct grammatical patterns to express their ideas in specific contexts.

Grade 8 students of English already know some English grammar based on formulaic sequences and a lot of grammar points met in the context of dialogues, readings, chants, rhymes, stories, and songs they have learnt in primary schools, grade 6 and grade 7.

One way to raise students' language awareness is drawing their attention to specific language patterns or features of grammatical forms and, if necessary, comparing or contrasting these with corresponding patterns and forms in Vietnamese. The appropriate techniques to be used to teach students are:

- Focusing students' attention on the new grammatical patterns in the texts.
- Providing models for students to practise the new grammatical item in a spoken or written activity, using the cued pictures or prompts in their books.
- Reinforcing the new grammatical item with a variety of spoken and written activities.

SEQUENCING

Students should be given clear instructions about what they are expected to do and say. The following are some suggested teaching procedures.

- *Whole class*. Elicit/Teach the focus language (words, phrases, or structures). Then write them on the board.
- *Model*. Perform the focused materials yourself with a confident student or ask a pair to demonstrate in front of the class. Help and guide them to interact in a reasonably structured manner. This will enable the freer stage of independent pair work/group work that will follow.
- *Pairs/groups*. Students practise in pairs or groups. Monitor the activity and offer help if necessary.
- *Performance*. Ask a confident pair or some volunteers to perform the task for the rest of the class.
- *Whole class.* At the end of the activity, there should be some writing/speaking (productive) activities to reinforce or consolidate students' understanding.

It is noted that all of the procedures written in this book are only suggestions. Teachers may adapt these or design their own procedures to suit their students and real teaching contexts.

BOOK MAP

	Reading	Listening
Unit 7: Pollution	- Reading for general and specific information about water pollution	- Listening for specific information about thermal pollution
Unit 8: English speaking countries	- Reading for specific information about an English speaking country	- Listening for specific information about a day trip to a town in an English speaking country
Unit 9: Natural disasters	- Reading for specific information about how to prepare for a natural disaster	- Listening for specific information about a natural disaster
REVIEW 3		
Unit 10: Communication	- Reading for specific information about a future way of communication	- Listening for specific information about netiquette
Unit 11: Science and technology	- Reading for specific information about future roles of science and technology	- Listening for specific information about the benefits and problems science and technology may bring
Unit 12: Life on other planets	- Reading for specific information about life on another planet	- Listening for specific information about people on another planet
REVIEW 4		

	Speaking	Writing	Language Focus
	- Talking about causes and effects of water pollution as well as solutions to this problem	- Writing about the causes and effects of a pollution type	- Conditional sentences type 1: review - Conditional sentences type 2 - Pronunciation: stress in words ending in *-ic* and *-al*
	- Talking about an English speaking country	- Describing a schedule for a visit or a tour	- Present tenses: review - Present simple for future - Pronunciation: stress in words ending in *-ese* and *-ee*
	- Talking about natural disasters and ways to prepare for them	- Writing a news report on a natural disaster	- Passive voice: review - Past perfect - Pronunciation: stress in words ending in *-logy* and *-graphy*
	- Talking about ways of communication now and in the future	- Writing an email using netiquette	- Future continuous: review - Verbs + *to*-infinitive - Pronunciation: stress in words ending in *-ity* and *-itive*
	- Expressing agreement and disagreement about the roles of science and technology	- Writing to give opinions about the future roles of science and technology	- Future tenses: review - Reported speech (statements) - Pronunciation: stress in words starting with *un-* and *im-*
	- Talking about life on another planet	- Describing people on another planet	- *May* and *might*: review - Reported speech (questions) - Pronunciation: stress in words ending in *-ful* and *-less*

Unit 7 POLLUTION

GETTING STARTED

A project on pollution

1 Listen and read.

Nick: Your home village is so beautiful. There are so many trees, flowers and birds.

Mi: Yes, that's why I like coming back here on holiday.

Nick: Mi, what's that factory? It looks new.

Mi: I don't know. There wasn't a factory here last year.

Nick: Mi, look at the lake! Its water is almost black.

Mi: Let's go closer. … I can't believe my eyes. The fish are dead!

Nick: I think the waste from the factory has polluted the lake. The fish have died because of the polluted water.

Mi: That's right. If the factory continues dumping poison into the lake, all the fish and other aquatic animals will die.

Nick: Ahchoo!

Mi: Bless you! What's the matter?

Nick: Thanks. Ahchoo! I think there's air pollution here as well. If the air wasn't dirty, I wouldn't sneeze so much. Ahchoo!

Mi: I've come up with an idea about our environmental project! How about giving a presentation about water and air pollution?

Nick: That's a good idea. Let's take some pictures of the factory and the lake to illustrate our presentation. Ahchoo!

THIS UNIT INCLUDES:

VOCABULARY
Pollution
Words/ phrases showing cause/ effect relationships

PRONUNCIATION
Stress in words ending in *-ic* and *-al*

GRAMMAR
Conditional sentences type 1: review
Conditional sentences type 2

COMMUNICATION
Describing types of pollution
Discussing the causes and effects of pollution and ways to reduce it



Objectives:

By the end of this unit, students can:

- pronounce the words ending in *-ic* and *-al* correctly in isolation and in context
- use lexical items related to the topic 'Pollution' to talk about types of pollution
- use words and phrases showing cause/ effect relationships to describe the causes and effects of pollution
- use conditional sentences type 1 and type 2 correctly and appropriately to describe pollution
- read for general and specific information about water pollution
- talk about the causes and effects of water pollution as well as ways to reduce it
- listen to get specific information about thermal pollution
- write about the causes and effects of one pollution type

GETTING STARTED
A project on pollution

Introduction

Review the previous unit before Ss open their books by asking them to take part in a small game. Ss work in two big groups A and B. Make a paper ball. Throw the ball to a student in group A and he/ she has to call out one fairytale. If he/ she is right, group A gets one point, then he/ she throws the ball to a student in group B. The game stops when time is up. The group with more points wins.

Ask Ss if they know any story about the environment or pollution.

Write the unit title on the board 'Pollution'. Ask Ss to call out things which cause pollution, e.g., cars, factories, cows, ... Now start the lesson.

1 Ask Ss to open their books and look at the picture. Ask them some questions:

Who can you see in the picture?

Where do you think they are?

What can you see in the picture?

What do you think the people in the picture are talking about?

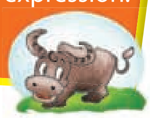
Ss answer the questions as a class.

Play the recording and have Ss follow along. After that, Ss can compare their answers with the information in the dialogue and add some more details to their answers.

a **Find a word/ phrase that means:**

1. no longer alive
2. growing or living in, on, or near water
3. throwing away something you do not want, especially in a place which is not allowed
4. a substance that can make people or animals ill or kill them if they eat or drink it
5. made unclean or unsafe to use
6. to think of an idea, or a plan

Watch out!
'Bless you!' is an idiom. You say it to somebody after they have sneezed.
'I can't believe my eyes!' is an informal expression. Do you know what it means?



b **Answer the questions.**

1. Where are Nick and Mi?
2. What does the water in the lake look like?
3. Why is Mi surprised when they get closer to the lake?
4. What is the factory dumping into the lake?
5. Why is Nick sneezing so much?

c **Tick (✓) true (T), false (F), or no information (NI).**

	T	F	NI
1. The water in the lake has been polluted by a ship.	☐	☐	☐
2. Water pollution in the lake has made the fish die.	☐	☐	☐
3. Aquatic plants may also die because of the polluted water.	☐	☐	☐
4. Nick wouldn't sneeze so much if the air was clean.	☐	☐	☐
5. Nick and Mi will give a talk about water and air pollution.	☐	☐	☐

2 **There are different types of pollution. Write each type under a picture.**

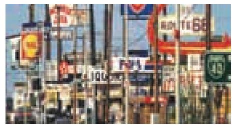
water pollution	land/soil pollution	air pollution
noise pollution	thermal pollution	light pollution
radioactive pollution		visual pollution



A. ____________________



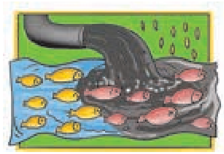
B. ____________________



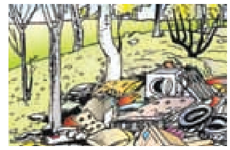
C. ____________________



D. ____________________



E. ____________________



F. ____________________



G. ____________________



H. ____________________

3 **Complete the sentences with the types of pollution.**

1. When _______ happens, the water temperature in streams, rivers, lakes, or oceans changes.
2. _______ occurs when the atmosphere contains gases, dust, or fumes in harmful amounts.
3. When radiation goes into the land, air or water, it is called _______.
4. Too much use of electric lights in cities may cause _______.
5. _______ is the contamination of lakes, rivers, oceans, or groundwater, usually by human activities.
6. _______ happens when human activities destroy the Earth's surface.
7. _______ occurs because there are too many loud sounds in the environment.
8. The sight of too many telephone poles, advertising billboards, overhead power lines, or shop signs may cause _______.

4 **Work in groups. Which types of pollution in 3 does your neighbourhood face? Rank them in order of seriousness. Give reasons for your group's order.**

Vote for the group with the best reasons.

a Ss work independently to find the words with the given meanings in the conversation. Allow them to share answers before discussing as a class. Remember to ask Ss to read out the lines in the conversation that contain the words. Quickly write the correct answers on the board.

Key:

1. dead **2.** aquatic **3.** dump **4.** poison **5.** polluted **6.** to come up with

Have Ss look at the **Watch out!** box and quickly read the information. Ask them if they know what *I can't believe my eyes* means. Then explain to them that this expression means you are very surprised at something you see.

b Have Ss read the questions to make sure they understand them. Ss read the conversation again to answer the questions. Ss exchange their answers with a classmate. Call on some Ss to write their answers on the board. Check their answers.

Key: **1.** They are in Mi's home village.

2. It's almost black.

3. She's surprised because she sees the fish are dead.

4. It's dumping poison into the lake.

5. He's sneezing so much because the air is not clean.

c Have Ss read the sentences quickly to make sure they understand them. Ask them firstly to decide if the sentences are true, false or there is no information without reading the dialogue. Then have some Ss write their answers on the board. Now ask Ss to read the conversation again to check their answers. Ask Ss if they want to change the answers on the board and ask them to explain their choices. Confirm the correct answers.

Key: **1.** F (It's polluted by the factory.) **2.** T **3.** NI **4.** T **5.** T

2 Have Ss look at the pictures. Ask them what they see in each picture. Now tell Ss that in the box are some types of pollution. Ss read these and identify any new words they do not know. Explain the new words so that Ss can understand the pollution types. Ss do this activity in pairs. Call on some Ss to give their answers and write them on the board.

Key:

A. radioactive pollution	**B.** noise pollution	**C.** visual pollution	**D.** thermal pollution
E. water pollution	**F.** land/ soil pollution	**G.** light pollution	**H.** air pollution

3 Have Ss read through the sentences to get a general understanding. T may teach some words which T thinks Ss do not know such as *contamination*.

Ss do this activity individually and then compare their answers with a classmate. Call on some Ss to stand up and give their answers. Confirm the correct answers.

Key:

1. thermal pollution	**2.** Air pollution	**3.** radioactive pollution	**4.** light pollution
5. Water pollution	**6.** Land/ Soil pollution	**7.** Noise pollution	**8.** visual pollution

4 Organise a game for this activity. Ss work in groups of five or six. In five minutes, Ss write down the pollution types their neighbourhood faces and rank them in order of seriousness. They also have to give reasons for their order. Call group representatives to present their group's order and reasons. Have the class vote for the group with the best reasons.
If time does not allow, do not have Ss do this activity. Instead just ask Ss to quickly review the pollution types.

A CLOSER LOOK 1

Vocabulary

1 **Complete the table with appropriate verbs, nouns, and adjectives.**

Verb	Noun	Adjective
to poison	(1) ________	poisonous
(2) ________	contamination contaminant	contaminated
to pollute	pollution (3) ________	(4) ________
to die	(5) ________	dead
to damage	damage	(6) ________

2 **Complete the sentences with the words from the table in 1. You do not need to use all the words. The first letter of each word has been provided.**

1. The p________ chemical waste is dumped into the river.
2. Do you know what p________ cause air pollution?
3. The d________ fish are floating in the water.
4. Don't drink that water. It's c________.
5. The acid rain has caused d________ to the trees in this area.
6. If we p________ the air, more people will have breathing problems.

CAUSE	EFFECT
Here are some words and phrases you can use to signal the **cause** of a problem:	Here are some words and phrases you can use to signal the **effect** of a problem:
because/ since + clause *Example:* *Because/ Since* the water is polluted, the fish are dead.	**so + clause** *Example:* The water is polluted, *so* the fish are dead.
due to/ because of + sth *Example:* The fish are dead *due to/ because of* the polluted water.	**to cause sth/ to lead to sth/ to result in sth** *Example:* The polluted water *causes/ results in* the death of the fish.
	To make sb/ sth do sth *Example:* The polluted water *makes* the fish *die*.

3a **Decide which sentence in each pair of sentences is a cause and which is an effect. Write C (for cause) or E (for effect) next to each sentence. Note that the words in brackets relate to Activity 3b.**

1. People throw litter on the ground. ☐ Many animals eat the litter and become sick. ☐ (because)
2. Ships spill oil in oceans and rivers. ☐ Many aquatic animals and plants die. ☐ (lead to)
3. Households dump waste into the river. ☐ It is polluted. ☐ (so)
4. Their children have birth defects. ☐ The parents were exposed to radiation. ☐ (since)
5. We can't see the stars at night. ☐ There is too much light pollution. ☐ (due to)

b **Combine the sentences in each pair into a new sentence that shows a cause/ effect relationship. Use the cause or effect signal word or phrase given in brackets. You will have to add, delete, or change words in most sentences.**

Example:

1. Because people throw litter on the ground, many animals eat it and become sick./ Many animals eat the litter and become sick because people throw it on the ground.

4 **Work in groups. Look at the pairs of pictures. Give as many sentences as possible to show cause/ effect relationships.**

1.  → 

Example:

People cough **because** they breathe in the fumes from cars.

The fumes from cars **make people cough**.

2.  → 
3.  → 
4.  → 

A CLOSER LOOK 1

Vocabulary

Ask Ss to call out the types of pollution they learnt in the previous lesson. Tell them that in this lesson they are going to learn different forms of some words as well as some words/ phrases to talk about the causes and effects of pollution.

1 Have Ss look at the table in the book. Make sure that they understand what to do. Ss complete the exercise individually and then compare their answers with a partner. Call on some Ss to write their answers on the board. Check their answers.

Key: **1.** poison **2.** contaminate **3.** pollutant **4.** polluted **5.** death **6.** damaged

2 Have Ss read each sentence silently to have a general understanding and decide which word form should be filled in each blank. For example, the word to be filled in the blank in sentence 1 is an adjective. Point out that the provided letter is a clue to help them find the word. Ss do the exercise and then compare their answers with a partner. Call on one or two Ss to give out the answers before confirming the correct ones.

Key: **1.** poisonous **2.** pollutants **3.** dead **4.** contaminated **5.** damage **6.** pollute

Have Ss look at the language box. Tell Ss that the words and phrases in the box express cause and effect relationships. Ss have learnt *so*, *because* and *because of.* Quickly go through the rest of words/ phrases as follows:

- *because/since* and *due to/ because of* are used to talk about the causes of something.

Because and *since* are synonyms and they come before a clause.

Due to and *because of* are synonyms and they come before a noun phrase.

Have Ss read the example sentences and underline the clause or noun phrase.

- Other words and phrases in the box express the effects of something.

So comes before a clause.

To cause, *to lead to* and *to result in* are synonyms and come before a noun phrase.

To make sb/sth do sth is another way to express the effects. After somebody/ something is an infinitive verb without *to*.

Have Ss read the example sentences and underline the clause, noun phrase, or infinitive.

For more able Ss, T may have Ss read the sentences and explain the rules themselves by using the words and phrases.

3a Ask Ss to read each pair of sentences and decide which sentence is a cause and which is an effect. Ss compare their answers with a partner before giving the answers to the teacher. Confirm the correct answers.

b Ask Ss to read the example. Ask them what changes they can see in the new sentence. T may have Ss look at the language box again to remind them of the structures. Now Ss have to combine each pair of sentences in **3a** into a complete sentence, using the word/ phrase in brackets. To save time, assign sentences 2 to 5 to different Ss and have Ss work only on these. Call on some Ss to write their sentences on the board and correct them carefully. T can ask Ss to write all the sentences as homework.

Key:

a **1.** People throw litter on the ground. C Many animals eat the litter and become sick. E

2. Ships spill oil in oceans and rivers. C Many aquatic animals and plants die. E

3. Households dump waste into the river. C It is polluted. E

4. Their children have birth defects. E The parents were exposed to radiation C.

5. We can't see the stars at night. E There is too much light pollution. C

b **2.** Oil spills from ships in oceans and rivers lead to the death of many aquatic animals and plants.

3. Households dump waste into the river so it is polluted.

4. Since the parents were exposed to radiation, their children have birth defects.

5. We can't see the stars at night due to the light pollution.

Pronunciation

Stress in words ending in *-ic* and *-al*

Adding the suffix ***-ic*** changes the stress of a word. Stress the syllable immediately before the suffix.

Example:

'atom → a'tomic

Adding the suffix ***-al*** to a word does not change its stress.

Example:

'music → 'musical

Note: If a word can take both suffixes: one ending in ***-ic*** and the other ending in ***-al***, both words have the stress on the same syllable.

Example:

e'conomy → eco'nomic → eco'nomical

5 Listen and mark the stress in each word, then repeat it.

1. artistic
2. athletic
3. historic
4. historical
5. logical
6. physical
7. heroic
8. poetic
9. botanic
10. botanical

6 Underline the words ending in *-ic* and circle the words ending in *-al* in the following sentences. Mark the stress in each word. Listen and check your answers, then repeat the sentences.

1. According to scientific research, tiny species may help clean radioactive pollution.
2. Water quality has become a national problem.
3. Many people have received medical treatment because of the disease.
4. Chemical waste can cause water pollution.
5. The reduction in air pollution was dramatic last year.



Grammar

Conditional sentences type 1: review

1 Put the verbs in brackets into the correct form.

1. If we (recycle) ________ more, we (help) ________ the Earth.
2. Factories (not dump) ________ waste into rivers if the government (fine) ________ them heavily.
3. If people (travel) ________ to work by bus, there (be) ________ fewer car fumes.
4. We (save) ________ thousands of trees if we (not waste) ________ paper.
5. If we (use) ________ water carefully, more people (have) ________ fresh water.



2 Combine each pair of sentences to make a conditional sentence type 1.

1. Students are more aware of protecting the environment. Teachers teach environmental issues at school.

→ ____

2. Light pollution happens. Animals change their behaviour patterns.

→ ____

3. The levels of radioactive pollution decrease. We switch from nuclear power to renewable energy sources.

→ ____

4. The water temperature increases. Some aquatic creatures are unable to reproduce.

→ ____

5. People get more diseases. The water is contaminated.

→ ____

4 Have Ss look at the pictures in 1. Ask Ss which picture shows the cause and which shows the effect. Then ask them to read the example sentences and pay attention to the cause/ effect words or phrases. Ss work in pairs to write sentences showing cause/effect relationships. For a more able class, T may have Ss do the whole exercise. With other classes, just ask Ss to work with the pair of pictures in 2. Ask Ss to identify the picture showing the cause and the one showing the effect. Then together make up sentences, using the cause/ effect words or phrases. The rest can be done as homework.

This activity can also be carried out as a game. Divide the class into 12 groups. Two groups work with the same pair of pictures in 2, 3 or 4. In three minutes, groups of Ss write down as many sentences based on the given picture pair as possible on a sheet of paper. When time is up, the group with the most sentences is the winner. They stick their sheet of paper on the board and read the sentences aloud. Other groups and T give comments. Other groups can add any sentences they have. T may take Ss' work home to mark it.

Suggested answers:
2. The soil is polluted, so plants can't grow.
3. We won't have fresh water to drink because of water pollution.
4. We plant trees, so we can have fresh air.

Pronunciation

Stress in words ending in *-ic* and *-al*

Ask Ss to look at the rules and the examples in the box. Go through the rules with them. For a more able class, have Ss give some more examples.

5 Play the recording for Ss to stress the words. Ask some Ss to say where the stress in each word is. Confirm the correct answers. Play the recording again for Ss to repeat the words. Call on some Ss to read out the words.

Key:

1. ar'tistic
2. ath'letic
3. his'toric
4. his'torical
5. 'logical
6. 'physical
7. he'roic
8. po'etic
9. bo'tanic
10. bo'tanical

Audio script:

1. ar'tistic
2. ath'letic
3. his'toric
4. his'torical
5. 'logical
6. 'physical
7. he'roic
8. po'etic
9. bo'tanic
10. bo'tanical

6 Have Ss do the activity individually. Play the recording for Ss to check their answers. Then elicit the correct stress patterns from Ss. Play the recording again for Ss to repeat the sentences. Ask some Ss to read out the sentences.

Audio script:

1. According to scientific research, tiny species may help clean radioactive pollution.
2. Water quality has become a national problem.
3. Many people have received medical treatment because of the disease.
4. Chemical waste can cause water pollution.
5. The reduction in air pollution was dramatic last year.

Key: **1.** scien'tific **2.** 'national **3.** 'medical **4.** 'chemical **5.** dra'matic

A CLOSER LOOK 2

Grammar

Conditional sentences type 1: review

Elicit the form and use of the conditional sentence type 1 from Ss. Ask Ss to give some example sentences.

1 Ss do this exercise individually then compare their answers with a partner. Have Ss read out their answers. Confirm the correct ones.

Key:
1. recycle; will help **2.** won't dump; fines **3.** travel; will be **4.** will save; don't waste **5.** use; will have

Conditional sentences type 2

The conditional sentence type 2 describes a thing which is not true or is unlikely to happen in the present or future.

If + subject + V (past simple),
If-clause

subject + would/could/might + V (bare infinitive)
main clause

Example: If it ***wasn't*** noisy in here, I ***could hear*** you clearly. (But it's very noisy in here)

The conditional sentence type 2 can be used to give advice.

Example: If I ***were*** you, I ***would see*** the doctor immediately.

Note: We can use both *was* and *were* with *I/he/she/it* in the *if*-clause.

3 Match an *if*-clause in A with a suitable main clause in B.

A	B
1. If I were you,	a. what would happen?
2. If Lan wasn't ill,	b. I'd look for a new place to live.
3. If there were fewer cars on the road,	c. she would join our tree planting activity.
4. If people really cared about the environment,	d. there would be less pollution.
5. If there was no fresh water in the world,	e. they wouldn't dump waste into the lake.

4 Put the verbs in brackets into the correct form.

1. If you (be) ________ the president, what you (do) ________ to help the environment?
2. They get sick so often. If they (exercise) ________ more, they (be) ________ healthier.
3. If I (have) ________ one million US dollars, I (build) ________ more parks in our city.
4. Ngoc's mother is unhappy. If Ngoc (tidy) ________ her room every day, her mother (not be) ________ so upset.
5. There isn't a garden at our house. If there (be) ________, we (grow) ________ vegetables.

5 Write a conditional sentence type 2 for each situation, as in the example.

1. People throw rubbish in the street. The street doesn't look attractive.

→ *If people didn't throw rubbish in the street, it would look attractive.*

2. There are so many billboards in our city. People cannot enjoy the view.

→ ______________________________________.

3. There is so much light in the city at night. We cannot see the stars clearly.

→ ______________________________________.

4. We turn on the heater all the time. We have to pay three million dong for electricity a month.

→ ______________________________________.

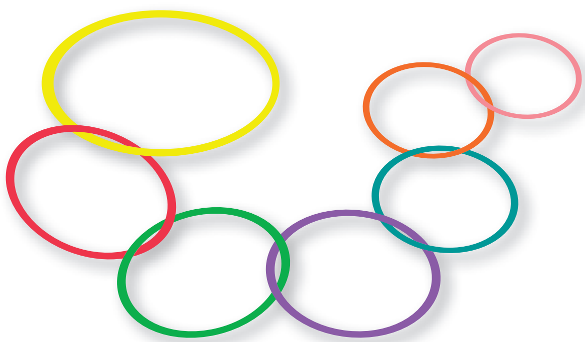
5. The karaoke bar makes so much noise almost every night. The residents complain to its owner.

→ ______________________________________.

6. She has a headache after work every day. She works in a noisy office.

→ ______________________________________.

6 CHAIN GAME



Work in groups. Student A begins with a conditional sentence type 1 or type 2. Student B uses the end of student A's sentence to begin his/her own sentence. Student C does the same. Continue the game until the teacher tells you to stop.

Which group has the most sentences?

Example:

A: If each person plants a tree, there will be a lot of trees.

B: If there are a lot of trees, the air will be cleaner.

C: If the air is cleaner, fewer people will be ill.

2 Have Ss read the pairs of sentences. Ask two Ss to write the new conditional sentences type 1 on the board while other Ss write their own sentences. Ask Ss to comment on the sentences on the board. Give feedback on these sentences and ask other Ss to correct them if necessary.

For a more able class, this activity can be done as a game. Ss work in groups and write the sentences on a big piece of paper. Go through the groups' sentences and give marks to the groups with all correct sentences.

Key:
1. Students will be more aware of protecting the environment if teachers teach environmental issues at school.
2. When light pollution happens, animals will change their behaviour patterns.
3. The levels of radioactive pollution will decrease if we switch from nuclear power to renewable energy sources.
4. If the water temperature increases, some aquatic creatures will be unable to reproduce.
5. People will get more diseases if the water is contaminated.

Conditional sentences type 2

Write this incomplete sentence on the board: *If I were a billionaire, I would* ______. Ask some Ss to complete the sentence orally. Write the most original answer on the board. Tell Ss that this sentence is an example of the conditional sentence type 2.

Have Ss look at the structure of the conditional sentence type 2 in the language box. Draw Ss' attention to the example sentence on the board. Underline the subject, verb, etc. in this example and explain the structure of the sentence at the same time.

Now Ss read the second example in the language box. Tell them that this sentence is a piece of advice.

Ask Ss to give one or two examples.

3 Ss do this exercise individually, and then compare their answers with a classmate. Check Ss' answers.

Key: **1.** b **2.** c **3.** d **4.** e **5.** a

4 Ss do this exercise individually. Invite two Ss to the board to write their answers. Go through the answers with the class. Have other Ss correct the answers if necessary.

Key:
1. were; would … do
2. exercised; would be
3. had; would build
4. tidied; wouldn't be
5. was/were; would grow

5 Have Ss quickly read the example. Ask Ss to comment on the example. They may see that the meaning of the original sentences was made opposite in the new conditional sentence (i.e. positive into negative form for the first sentence and negative into positive for the second sentence). Have Ss do this exercise individually and then compare their answers with a classmate. Ask one or two Ss to write their sentences on the board.

If time doesn't allow, have Ss write sentences 2 and 3 and correct these carefully. The rest can be done as homework.

Key:
2. If there weren't so many billboards in our city, people could enjoy the view.
3. If there wasn't/ weren't so much light in the city at night, we could see the stars clearly.
4. If we didn't turn on the heater all the time, we wouldn't have to pay three million dong for electricity a month.
5. If the karaoke bar didn't make so much noise almost every night, the residents wouldn't complain to its owner.
6. She wouldn't have a headache after work every day if she didn't work in a noisy office.

6 Put Ss in groups of five or six to play this chain game. Explain that the aim of the game is to keep the chain going for as long as possible using type 1 or 2 conditional sentences. If a group hesitates for more than 10 seconds they are out. Walk around the class, listening to groups and monitoring the game. Groups that are still going when the five minutes is up are the winners. Note that the aim is to practise the language in a fun, verbal way so be sure to keep the atmosphere light.

COMMUNICATION

Extra vocabulary

permanent **hearing loss**
earplug **affect** **blood pressure**

1 ***Noise pollution*** **is more common and more damaging than many people realise. The Green Organisation is doing a survey on how much teenagers know about this type of pollution. Help them answer the questions.**

QUESTIONNAIRE

Please help us complete the questionnaire by circling the correct answer A, B, or C.

1. Noise is ________.
A. any sound that makes you relaxed and peaceful
B. any sound that is loud and constant
C. any sound you hear in the street

2. A unit used to measure the loudness of sounds is a decibel (dB). Noise pollution happens when a sound's loudness is ________.
A. more than 30 dBs
B. more than 50 dBs
C. more than 70 dBs

3. Which of the following noises can cause permanent hearing loss after eight hours?
A. Motorcycle B. Ocean wave C. Whistling

4. Which of the following noises can cause immediate and permanent hearing loss?
A. Motorcycle B. Concert C. Vacuum cleaner

5. If you experience noise pollution for a long time, you can have ________ and hearing loss.
A. headaches
B. high blood pressure
C. both A and B

6. If you are listening to music and other people can hear the sounds from your headphones, what does it mean?
A. The sounds are too loud.
B. You like the music a lot.
C. Other people don't like the music.

7. What is a symptom showing that noise is affecting you?
A. There seems to be a ringing or buzzing in your ears.
B. You jump up and down.
C. You fall asleep as soon as you lie down in bed.

8. Which of the following ways can reduce the effects of noise pollution?
A. Wearing earplugs when you go to concerts or other loud events
B. Listening to music through headphones or headsets at safe levels
C. Both A and B

2 **Compare your answers with those of a classmate. How many different answers have you got?**

3 **Now listen to a short presentation about noise pollution. How many correct answers have you got?**

4 **Work in groups. Discuss other ways to prevent noise pollution.**

Vote for the best ways.



COMMUNICATION

Tell Ss that in this lesson they will have the opportunity to explore noise pollution, a common pollution type that not many people recognise as a pollution.

Go through the extra vocabulary with Ss. If Ss do not know any word in the box, quickly teach it. T can teach the words using different ways:

- *permanent*: give the definition (lasting forever; never changing) or give the antonym (this is the opposite of *temporary*)
- *earplug*: draw a pair of earplugs on the board and explain 'We put these into our ears to keep out noise or water.'
- *affect:* tell Ss that this is the verb form of the noun *effect*
- *hearing loss*: ask if Ss know the verb form of *loss*. If they do not, give them the verb *to lose.* Then give a simple explanation 'When you have hearing loss, you can't hear things clearly.'
- *blood pressure*: give an example (My father has high blood pressure. Whenever he goes to hospital, the nurse measures his blood pressure.) and ask if Ss can guess the meaning. T may give the Vietnamese translation.

1 Have Ss read the questions in the questionnaire to make sure they understand everything. Explain any unclear points. Then Ss answer the questionnaire individually. Remind them to circle their answers.

2 Ss work in pairs to compare their answers and see if they have any different answers. They do not have to reach an agreement at this stage. Ask some pairs to report on their differences.

3 Play the recording for Ss to check their answers. Ss listen to the recording twice. If there are any incorrect answers, Ss correct them. Ask Ss if any of the answers has surprised them, and if so, why.

Key:							
1. B	**2.** C	**3.** A	**4.** B	**5.** C	**6.** A	**7.** A	**8.** C

Audio script:

Noise is constant and loud sound. To measure the loudness, or volume of sounds, people use a unit called a decibel. When a sound is louder than 70 decibels, it can cause noise pollution. Do you know that the noise from a vacuum cleaner or a motorcycle can result in permanent hearing loss after eight hours? The sounds of a concert are even more serious. They can reach as high as 130 decibels and may cause immediate and permanent hearing loss. Noise pollution can also lead to headaches and high blood pressure. If you are listening to music through headphones, and other people can hear it, it means the music is too loud and unsafe. If there seems to be a ringing or buzzing in your ears, it means the noise is affecting you and damaging your hearing. Wearing earplugs when you go to concerts or other loud events, and listening to music through headphones or headsets at safe levels can help you reduce the effects of noise pollution.

4 Ask Ss which of the eight questions in the questionnaire proposes ways to prevent noise pollution. Have Ss work in groups in five minutes to discuss more ways to reduce noise pollution. Ss write their answers on a big piece of paper and then present their answers. Have Ss vote for the best ways.

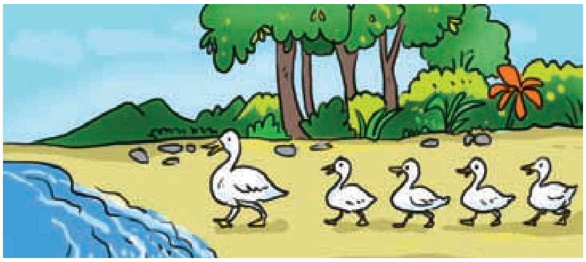
This activity can be carried out as a game to find out which group in five minutes can come up with the most ways. The winning group then presents the answers to the whole class. Other groups add more if they have any different ways.

SKILLS 1

Reading

1 **Work in pairs. One of you looks at picture A, and the other looks at picture B on page 15. Ask each other questions to find out the differences between your pictures.**

Picture A



What do the pictures tell you?

2 **Mi and Nick have decided to give a presentation on water pollution to the class.**

Read what they have prepared and answer the questions.

Water pollution is the contamination of bodies of water such as lakes, rivers, oceans, and groundwater (the water beneath the Earth's surface). It is one of the most serious types of pollution.

Water pollution can have many different causes. Factories dump industrial waste into lakes and rivers. Sewage from households is another cause. Farms using pesticides to kill insects and herbicides to kill weeds can also lead to water pollution. These factors cause 'point source' pollution while pollutants from storm water and the atmosphere result in 'non-point source' pollution.

Water pollution can have dramatic effects. In many poor nations, there are frequent outbreaks of cholera and other diseases because of people drinking untreated water. Humans can even die if they drink contaminated water. Polluted water also causes the death of aquatic animals such as fish, crabs, or birds. Other animals eat these dead animals and may also get sick. In addition, herbicides in water can kill aquatic plants and cause further damage to the environment.

So what should we do to reduce water pollution?

1. What does the second paragraph tell you about?
2. What does the third paragraph tell you about?
3. What is groundwater?
4. What are point source pollutants?
5. What are non-point source pollutants?
6. Why do people use herbicides?

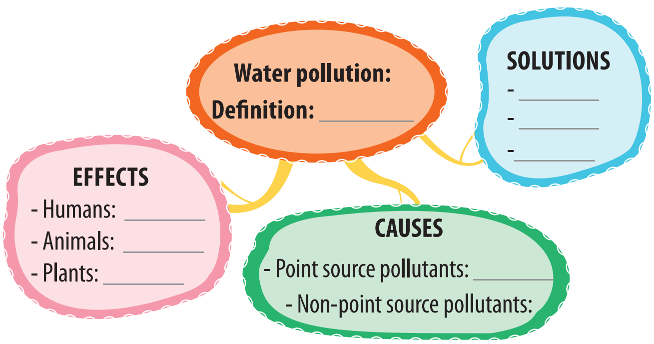
3 **Read the text again and complete the notes about the effects of water pollution. Fill each blank with no more than three words.**

1. If the drinking water is untreated, an outbreak of ________ may happen.
2. People drinking contaminated water may ________.
3. Fish, crabs or birds, may also die because of ________.
4. Other animals may become ill if they eat the ________ animals.
5. Herbicides kill both weeds and ________.

Speaking

4 **Work in groups and discuss the solutions to water pollution. Make notes of your answers.**

5 **Now complete the diagram of water pollution. Use the information from the text for the causes and effects and your group's ideas for the solutions.**



6 **Make a presentation about water pollution based on the diagram.**

SKILLS 1

Reading

1 Have Ss do this activity in pairs. One student looks at picture A on page 12 while the other looks at picture B on page 15. They ask each other Yes/No questions to find out the differences between the two pictures. T may model asking and answering questions with a strong student. For example:

T (**picture A**): Are there five ducks in your picture?

S (**picture B**): Yes, there are. Are the ducks black in your picture?

T: No, they aren't. They're white.

…

Suggested differences:

Picture A	Picture B
- The ducks are white. - They're going to the lake. - There aren't any factories near the lake. - The lake water is clean.	- The ducks are black. - They're going from the lake. - There are some factories near the lake. - The lake water is dirty/black.

Call on one student to report on the differences. Other Ss can add some more.

Ask Ss what the pictures tell them (water pollution). Lead to the second activity.

2 Ask Ss to read the passage quickly and answer the questions. Tell Ss that the first two questions ask for general information while the rest focus on details. Ss can underline parts of the passage that help them with the answers. Ss compare their answers before giving the answers to T.

Key: **1.** The second paragraph tells about the causes of water pollution.
2. The third paragraph tells about the effects of water pollution.
3. It's the water beneath the Earth's surface.
4. They are industrial waste, sewage, pesticides, and herbicides.
5. They are pollutants from storm water and the atmosphere.
6. They use herbicides to kill weeds.

3 Remind Ss quickly of the way to do this type of exercise. Ss read the sentences quickly to underline the keywords. For example, in sentence 1, the keywords are *drinking water*, *untreated* and *outbreak*. Then they locate the keywords in the passage and pick the suitable words to fill each blank. For instance, for the blank in sentence 1, a noun should be filled in. Have some Ss read aloud their answers. Confirm the correct ones.

Key: **1.** cholera **2.** die **3.** polluted water **4.** dead **5.** aquatic plants

Speaking

4 Ss work in groups to discuss the solutions to water pollution. To help them focus their ideas, T can suggest they make two sub-headings:

Point source pollution

Non-point source pollution

They can then go through each cause in the presentation and think of the solutions. For example:

Factories dump industrial waste.

Solution 1: Give heavy fines to companies that are found doing this.

Solution 2: Educate companies about the environment.

Solution 3: Give tax breaks to companies that find 'clean' ways to dispose of their waste.

They make notes of the answers on a piece of paper. Invite one group to quickly present their solutions. Other groups add any ideas if necessary. As it is an open activity, accept all the answers as long as they make sense.

5 Ss work in groups again to complete the diagram. Set the time of about five to seven minutes. It is better if Ss draw the diagram on a big piece of paper.

6 Ask some groups to give a presentation about water pollution. Other groups listen and give comments. The class may vote for the best presentation and T can give them marks. If the class size is small and time allows, all the groups can present.

SKILLS 2

Listening

1 **Describe what you see in the pictures and talk about the relationship between them.**



Listen and check your answers.

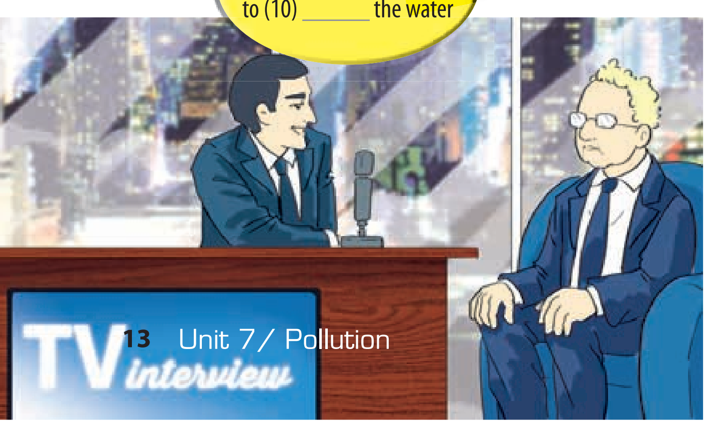
2 **Listen to part of a conversation on TV between a reporter and an environmentalist about thermal pollution. Complete the diagram. Use no more than three words for each blank.**

CAUSES
- Power plants using water to (3) ______ equipment
- Discharge of cold water into (4) ______

Thermal pollution:
- **Definition:** Water getting (1)______ or (2)______

EFFECTS
- (5) ______ decreasing oxygen
- Less oxygen harming (6) ______
- (7) ______ algal blooms being another effect
- Can change (8) ______ of the water and (9)______ fish

SOLUTIONS
- Building cooling towers to (10) ______ the water



Writing

3 **Work in pairs. Discuss the causes and effects of one type of pollution in your area. Make notes in the diagram.**

______ pollution
Definition: ______

EFFECTS
______

CAUSES
______



4 **Imagine that you two are writing an article for the local newspaper about a type of pollution in your area. One of you writes about the causes and the other writes about the effects of the pollution type you have just discussed in 3.**



5 **Read each other's work and put them together to make a complete article.**

SKILLS 2

Listening

1 Ss work in pairs, describing the pictures and the relationship between them. Call on one or two Ss to give their answers. Play the recording for Ss to check their answers.

Key: The first picture shows an algal bloom in coastal seawater.
The second picture shows the cooling towers from a power station.
They are both related to thermal pollution.

Ask Ss what they know about thermal pollution.

2 Have Ss quickly read the diagram and identify the form of the word/ phrase to be filled in each blank. For example, the words for blanks 1 and 2 are adjectives. Play the recording once. Ask for Ss' answers and write them on the board. If all the answers are correct, move to the next activity. If Ss are not sure about their answers, play the recording again for Ss to check. Make changes to the answers on the board.

Key:					
	1. hotter	2. cooler	3. cool	4. warm rivers	5. Warmer water
	6. fish populations	7. Harmful	8. colour	9. poison	10. cool down

Audio script:

Reporter: Does thermal pollution mean that bodies of water get hotter, Mr Nam?

Mr Nam: Not always. Sometimes the water becomes colder, and that's also thermal pollution. In general, thermal pollution means a change in the water temperature.

Reporter: That's interesting! What causes it?

Mr Nam: Power stations are one factor. They use water in the nearby lakes or rivers to cool their equipment, which heats up the water. Then they dump the hot water back into its source.

Reporter: Are there any other causes?

Mr Nam: Yes. Thermal pollution may also happen due to the discharge of cold water from reservoirs into warm rivers.

Reporter: Thermal pollution can have dramatic effects. Right?

Mr Nam: Certainly. Most aquatic creatures need a certain temperature to survive. Warmer water has less oxygen in it, and this can harm fish populations. Besides, warmer water can cause harmful algal blooms. This can change the colour of the water like in the first picture and, more seriously, the algae poisons the fish.

Reporter: What can we do, Mr Nam?

Mr Nam: In many places, they build cooling towers like in the second picture to cool down the water from power stations.

Reporter: Anything else we can do? . . .

Writing

In this writing part, Ss are asked to write about the causes and effects of one pollution type in their area. Recap on the types of pollution by turning quickly back to the beginning of the unit in the **GETTING STARTED** section.

3 Ss work in pairs and decide which pollution type in their area they are going to discuss. Have Ss take notes of the causes and effects. Move around to offer help as pairs discuss their ideas.

4 Ss stay with their partner. One writes about the causes and the other writes about the effects based on their notes from **3**. Remind Ss to use markers like *firstly, secondly, finally* to navigate through their points. Move around to offer help and take notes of any structures or language that Ss are struggling with. Bring the whole group together if there is a point T wants to clarify, then they can continue with the writing.

5 Now have Ss share their work with each other and combine it to make a complete article. Tell them that they should add one or two sentences at the beginning to introduce the topic and other ones at the end to conclude their article. Note, if Ss need more support, post the sample article (see next page) on the board as a reference when Ss get to this stage of the lesson. This will help them structure their work. Next, have pairs swap and read each other's articles. Finally, ask for volunteer pairs to read their articles out to the class and have Ss comment on them. Then collect all the articles for marking.

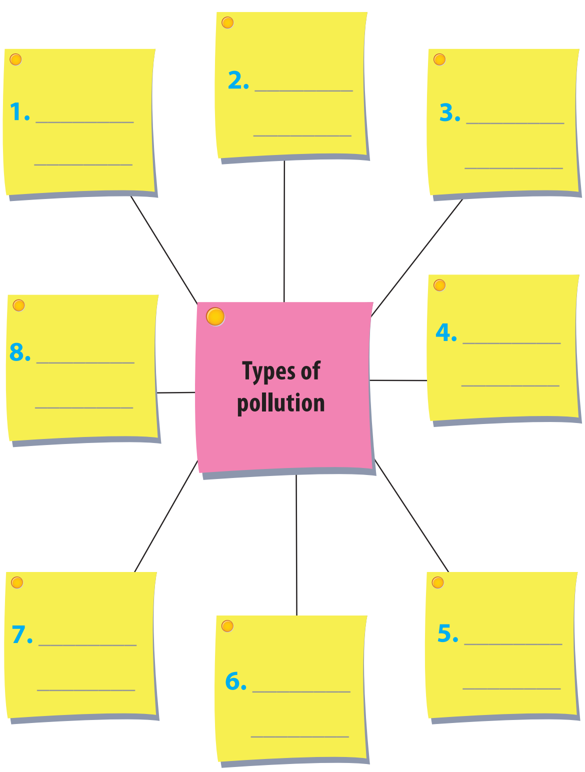
LOOKING BACK

Vocabulary

1 Complete the sentences with the correct form of the words in brackets.

I live on the outskirts of a city in Viet Nam. Three years ago, my neighbourhood was very clean and beautiful, with paddy fields and green trees. However, in the last two years, some factories have appeared in my neighbourhood. They have caused serious water (1. pollute) ________ by dumping industrial waste into the lake. The (2. contaminate) ________ water has led to the (3. die) ________ of aquatic animals and plants. Also, tall residential buildings have replaced the paddy fields. More people result in more cars and motorcycles. (4. Poison) ________ fumes from these vehicles are serious air (5. pollute) ________.

2 Write types of pollution in the word web.



3 Rewrite the sentences, using the words in brackets.

1. The noise from the music club is loud, so the residents of the street cannot sleep. (because of)

→ ______________________________

2. Vy had a stomachache because she ate a big dinner. (since)

→ ______________________________

3. Because it rained heavily, the road in front of my house was flooded. (due to)

→ ______________________________

4. His room is untidy, so his mother is unhappy. (because)

→ ______________________________

5. Global warming happens when there is too much carbon dioxide (CO_2) in the atmosphere. (causes)

→ ______________________________

Grammar

4 Put the verbs in brackets into the correct form.

1. It (not be) ________ possible to save the Earth if we (not take) ________ action now.
2. If the world temperatures ________ (continue) to rise, there ________ (be) less snow.
3. If I (be) ________ you, I (wear) ________ earplugs when going to the concert.
4. If we ________ (do) nothing to stop global warming, we ________ (see) big changes in the future.
5. How you (travel) ________ to work if you (not have) ________ this motorbike?
6. Our garden is so beautiful. There (not be) ________ any flowers if my sister (not take care) ________ of it every day.

5 Complete the sentences, using your own ideas.

1. If I were an environmentalist, ________________.
2. If our school had a big garden, ________________.
3. If the lake wasn't polluted, ________________.
4. If we have a day off tomorrow, ________________.
5. If you want to do something for the planet, ________________.

Sample article: **WATER POLLUTION**

There are several types of pollution. However, water pollution is the most serious in our area.

It is caused by several factors. Firstly, families dump sewage into the river. In the past it was a very beautiful river, but now the water is almost black. Secondly, there are two new factories in our area, and they are dumping chemical waste into the lake and river. Thirdly, pesticides are another source of pollution. Farmers in our area usually use these to kill insects.

Water pollution badly affects our area. We do not have enough fresh water to water the plants and crops. People cannot raise fish in the river and the lake because the water there is so polluted. In addition, there are no more wild ducks near the river today since they cannot find fish for food. Another negative effect is that sometimes in the afternoon there is a bad smell from the polluted river, so people do not like walking along it anymore.

People in our area are all aware of this problem, and we are thinking of some ways to solve it.

LOOKING BACK

Encourage Ss not to refer back to the unit. Ask them to keep a record of their answers to each exercise so that they can use that information to complete the self-assessment box at the end of the unit.

Vocabulary

1 Ss do this exercise individually then compare their answers with a partner. Check Ss' answers.

Key: **1.** pollution **2.** contaminated **3.** death **4.** Poisonous **5.** pollutants

2 Ss do this exercise individually. Ask some Ss to write their answers on the board. Confirm the correct answers.

Key:

1. radioactive pollution	**2.** noise pollution	**3.** visual pollution	**4.** thermal pollution
5. water pollution	**6.** land/soil pollution	**7.** light pollution	**8.** air pollution

3 Ss write the sentences using the words in brackets. Ss compare their sentences with a partner. Have two Ss write their sentences on the board. T and other Ss give comments.

This activity may be conducted as a game if T wants to lighten the atmosphere. Ss write the sentences in pairs. Pick the sentences of three quickest pairs. Announce the winning pair with the most correct sentences.

Key:

1. The residents of the street cannot sleep because of the loud noise from the music club.
2. Vy had a stomachache since she ate a big dinner.
3. The road in front of my house was flooded due to the heavy rain.
4. His mother is unhappy because his room is untidy.
5. Too much carbon dioxide (CO_2) in the atmosphere causes global warming.

Grammar

4 Ss do this exercise individually and then share the answers with a classmate. Check their answers.

Key:

1. won't be; don't take	**2.** continue; will be	**3.** were/was; would wear
4. do; will see	**5.** would ... travel; didn't have	**6.** wouldn't be; didn't take care

5 Ss complete the sentences individually using their own ideas. Remind them to identify whether the sentence is a conditional sentence type 1 or type 2. Call some Ss to share their sentences. Accept all the sentences if they make sense.

Communication

6 Work in groups. Discuss what you would do or say in each situation.

1. Your neighbours littered near your house.
2. Your friend wore headphones every day to listen to music.
3. Your brother dumped his clothes and school things on the floor.
4. Your sister had a bath every day.

Example:

A: If my neighbours littered near my house, I would write them a letter explaining that it was making the neighbourhood dirty.

B: Oh, I would put a large sign up saying 'No littering'.

C: I think I would knock on their door and explain that it was polluting the area.

Finished! Now I can … .	✓	✓✓	✓✓✓
• use words/ phrases related to the topic and those showing cause/ effect relationships suitably			
• use conditional sentences type 2 appropriately			
• pronounce words ending in *-ic* and *-al* correctly in isolation and in sentences			
• describe some types of pollution			
• discuss the causes and effects of pollution as well as ways to reduce it			

PROJECT

What would you do if...???

Imagine that your group is entering a competition to lead the Green Club in your school. You are asked the question: *What would you do to reduce pollution in our country if you were the Minister of Natural Resources and Environment?*

You are required to create a collage to show what you would do, and give a presentation about it.

Now…



1. Work in groups and discuss the things you would do.
2. Collect pictures from different sources, or draw the pictures.
3. Stick the pictures on a big piece of paper.
4. Prepare a presentation. Remember to assign who will talk about what.
5. Give a presentation to the class.





Picture B - **SKILLS 1**



Communication

6 Ss work in groups to discuss what they would do or say in each situation. Ask Ss to read the example. Ss may not need to discuss all the situations. Two or three groups may discuss the same situation. Move around the class to listen to their ideas.

Finished!

Ask Ss to complete the self-assessment. Identify any difficulties and weak areas and provide further practice.

PROJECT
What would you do if...???

Ask Ss to read the information about the project. Ask if Ss still remember what a collage is. They made a collage in Grade 7. If they do not remember clearly, tell them that a collage is a picture made by sticking photographs, pictures or drawings onto a surface. Remind Ss that they should use conditional sentences type 2 to give the presentation.

Ss work in groups to do the project following the instructions in the book. Answer Ss' questions if there are any. Remember to have Ss present their collage in the next lesson and vote for the best.



Unit 8 ENGLISH SPEAKING COUNTRIES

GETTING STARTED

How's your summer camp?

THIS UNIT INCLUDES:

VOCABULARY
People and places in English speaking countries

PRONUNCIATION
Stress in words ending in *-ese* and *-ee*

GRAMMAR
Present tenses: review
Present simple for future

COMMUNICATION
Introducing people and places of interest in English speaking countries

1 Listen and read.

Nick: How's your international summer camp going, Phong?

Phong: Awesome, just awesome.

Nick: You sound so happy. What do you like about it?

Phong: It's hard to say. Everything's wonderful: the friends I've made, the places I've visited, the activities…

Nick: Oh… Your English has improved a lot!

Phong: Absolutely. I use English every day, with people from different countries.

Nick: Where are they from?

Phong: Everywhere! Places like India, Canada… English is also an official language here in Singapore.

Nick: Right. Have you made any friends from English speaking countries?

Phong: I'm in a team with two boys from Australia and a girl from the USA.

Nick: Do you have difficulty understanding them?

Phong: I found it difficult to understand them at first. Perhaps it's because of their accent, but it's OK now.

Nick: It's great that you can practise English with native speakers. When are you back?

Phong: Our camp closes on July 15th and I take the night flight home the same day.

Nick: Looking forward to seeing you then. Enjoy!

Phong: I will. Thanks. Bye.



Objectives:

By the end of this unit, students can:

- pronounce the words ending in *-ese* and *-ee* correctly in isolation and in context
- use the lexical items related to the topic of people and places in English speaking countries
- use the present simple to talk about future activities
- read for specific information about the attractions of a country
- talk about interesting facts of a country
- listen for specific information about a day trip to an amazing town
- write a description of a schedule for a visit or a tour

GETTING STARTED
How's your summer camp?

Introduction

Prepare some photos or magazine cut-outs of some famous monuments or items from English speaking countries. Show them to Ss and have them guess what country each monument/ item is from. Ask Ss if they know of a common thing among these countries. It's the language: English.

Write the title 'English speaking countries' on the board. Ask Ss to call out names of English speaking countries and their main cities. Then ask Ss to share any interesting facts they know about these places. Now start the lesson.

1 Ask Ss to look at the title of the conversation and the picture. Ask them some questions:

- *Where are the children?*
- *What do you think they are doing?*

Ss answer the questions as a class.

Play the recording and have Ss follow along.

a **Find a word or an expression from the conversation which you use when you...**

1. think something is wonderful
2. agree with somebody
3. cannot decide
4. are not sure about something

Do you know any other expressions which have the same meaning?

b **Read the conversation again and answer the questions.**

1. Where is Phong now?
2. Where do the campers come from?
3. What has Phong done so far?
4. Why has he been able to improve his English?
5. Who are in the same team with Phong?
6. When can Nick see Phong?

2 **Complete the sentences with words/ phrases from the box.**

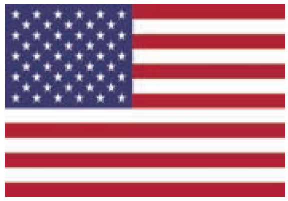
native speakers	the USA
official language	summer camp
English speaking countries	accents

1. Last year I had a wonderful time at a _______ in Britain.
2. The USA, the United Kingdom and New Zealand are all _______.
3. Australians are _______ of English because they use it as their mother tongue.
4. _______ is in the mid-north of America.
5. Usually, people from different parts of a country speak their language with different _______.
6. English is an _______ in countries like India, Malaysia and Singapore.

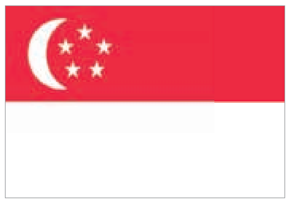
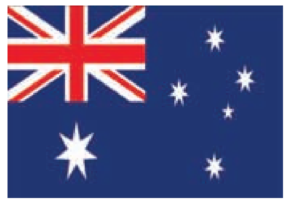


3 **Put the names of the countries under their flags.**

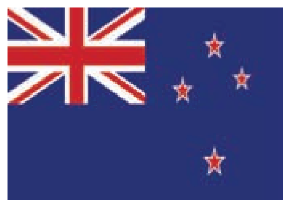
New Zealand	Singapore	Australia
the USA	Canada	the United Kingdom




1. ____________ 2. ____________

3. ____________ 4. ____________

5. ____________ 6. ____________

4 **GAME: WHERE ARE THEY?**

Work in groups of five or six. Locate the six countries in 3 on the map below. The first group to find all the countries wins.



a Ss work independently. Guide Ss to look at the beginning of a reply/ a sentence for the answers. Allow Ss to share their answers. Check their answers.

Key:	**1.** Awesome, just awesome.	**2.** Any of the following: Absolutely/ Right.
	3. It's hard to say.	**4.** Perhaps

b Play the recording again without letting Ss read along. Ask Ss to try to answer as many questions as possible. Ss then read the conversation again to check their answers. Have some Ss read out their answers. Correct the answers as a class.

Key:
1. He's at an international summer camp (in Singapore).
2. They come from different countries/ from all over the world.
3. He has made new friends, visited places, (and taken part in different activities.)
4. Because he uses English every day with people from different countries.
5. Two boys from Australia and a girl from the USA.
6. After July 15^{th}.

2 Ask Ss to underline these words/ phrases in the conversation and make sure they understand their meanings. Ss work independently to complete the sentences. Have them share their answers in pairs. Then elicit the answers from the whole class.

Key:

1. summer camp	**2.** English speaking countries	**3.** native speakers
4. The USA	**5.** accents	**6.** official language

Note:
Your first language is often known as your mother tongue, and your second language may refer to a language used as an official language in your country, like English in Malaysia, Singapore, India, or it could simply mean the foreign language you learn at school as part of the curriculum.

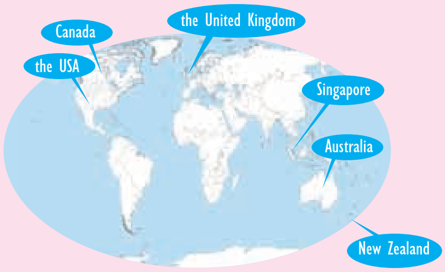
3 Have Ss work in pairs/ groups to match the flags with the countries. T checks.

Key:
1. the USA **2.** the United Kingdom **3.** Singapore **4.** Australia **5.** Canada **6.** New Zealand

Note:
The UK, or the United Kingdom = Great Britain + Northern Ireland
Great Britain/ Britain = England + Scotland + Wales
The USA = the United States of America. It is also known as the US, or the United States, or even just the States.
In Canada, there are two official languages: English and French.

4 Form groups of five or six. The first group to find all the countries wins. If possible, prepare a black and white world map on A3 paper or quickly draw a world map on the board. Ask one student from the winning group to go to the board and mark the six countries so that other groups can see and check.

Key:



A CLOSER LOOK 1

Vocabulary

1 Write the names for the people who belong to these places. Then listen and repeat the words.

Country	People
1. the USA	__________
2. England	__________
3. Scotland	__________
4. Wales	__________
5. Ireland	__________
6. Canada	__________
7. Australia	__________
8. New Zealand	__________

2 Change the words into a noun (N), an adjective (A) or a verb (V).

1.	historic	N = history
2.	symbol	V =
3.	legend	A =
4.	iconic	N =
5.	spectacle	A =
6.	festive	N =
7.	scenery	A =
8.	attraction	V =

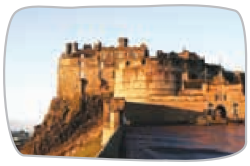
3 Use the words in the box to complete the sentences.

icon symbolises scenic
unique attracts

1. The Golden Gate Bridge in San Francisco is an _______ of this famous city.
2. Big Ben is a major monument in London which _______ the United Kingdom.
3. New Zealand is famous for the _______ beauty of its mountains and forests.
4. Australia is home to _______ animals like the kangaroo and koala, which are native to Australia.
5. The Glastonbury Festival in England is a celebration of music and it _______ thousands of people.

4 Match the words/ phrases with the pictures.

parade state loch
cattle station monument castle



1. __________



2. __________



3. __________



4. __________



5. __________



6. __________

Pronunciation

Stress in words ending in *-ese* and *-ee*

5 Listen and repeat the words.

-ese	-ee
1. Cantonese	5. employee
2. Taiwanese	6. adoptee
3. Japanese	7. addressee
4. Portuguese	8. interviewee

REMEMBER!
For words ending in ***-ese*** or ***-ee***, the stress is often placed on the final syllable.
Example: trai'nee
Nepa'lese



6 Mark the stress in the underlined words. Then listen and repeat the sentences.

1. One-fifth of the people in the world are Chinese.
2. A refugee is a person who is forced to leave a country.
3. My daughter is a trainee.
4. Japanese is the language of Japan.
5. This printer has a two-year guarantee.

A CLOSER LOOK 1

Vocabulary

1 Ask Ss to work individually. Then allow them to share their answers with a partner. Play the recording for Ss to check their answers. Ss listen and repeat. (Point out the change of stress from 'Canada to Ca'nadian)

Key:
1. the Americans 2. the English 3. the Scottish / the Scots 4. the Welsh
5. the Irish 6. the Canadians 7. the Australians 8. the New Zealanders

Audio script:
1. the USA – the Americans
2. England – the English
3. Scotland – the Scottish/ the Scots
4. Wales – the Welsh
5. Ireland – the Irish
6. Canada – the Canadians
7. Australia – the Australians
8. New Zealand – the New Zealanders

2 Ss work individually or in pairs. Check the answers as a class. If time allows, have two Ss write their answers on the board and then confirm the correct answers.

Key:

1	historic	N = history
2	symbol	V = symbolise
3	legend	A = legendary
4	iconic	N = icon

5	spectacle	A = spectacular
6	festive	N = festival
7	scenery	A = scenic
8	attraction	V = attract

3 Firstly ask Ss to read each sentence and decide what the part of speech is for each word to be filled in the blank. For example, the word for the blank in sentence 1 is a noun. They then complete the sentences. Confirm the correct answers as a class.

Key: 1. icon 2. symbolises 3. scenic 4. unique 5. attracts

4 Have Ss look at the pictures. Ask them what they see in each of them. Allow them then to work individually to match the words/ phrases to the pictures. Check the answers as a class by asking Ss in which countries, from the list in **1**, they might see these things or ask them to give an example of these things.

Note: a loch is a Scottish word for a lake.

Key: 1. castle 2. loch 3. parade 4. monument 5. state 6. cattle station

Pronunciation

Stress in words ending in *-ese* and *-ee*

5 Ss listen and repeat. Then have Ss say the words individually. With stronger groups, have Ss mark the stress in the words first and say the words aloud before they listen to the recording. Then play the recording for them to listen, check and repeat.

Key:

-ese	-ee
1. Canto'nese	5. employ'ee
2. Taiwa'nese	6. adop'tee
3. Japa'nese	7. addre'ssee
4. Portu'guese	8. interview'ee

Audio script:

-ese: Cantonese, Taiwanese, Japanese, Portuguese
-ee: employee, adoptee, addressee, interviewee

6 Put the underlined words on the board. Have volunteer Ss come and mark the stress in the words first. Ask for a show of hands from the rest of the class if they think the stress is correct or not. Then play the recording. Ss listen, check and say the sentences. Have Ss correct the stress on the board if necessary. Call on some Ss to say the sentences individually.

Key: 1. Chi'nese 2. refu'gee 3. trai'nee 4. Japa'nese 5. guaran'tee

A CLOSER LOOK 2

Grammar

Present tenses: review

1 **Complete the sentences with the correct forms of the verbs (present simple, present continuous or present perfect).**

1. The famous Sydney Opera House ________ as an arts centre since 1973. (serve)



2. There are about 750 million English speakers in the world, and this number ________ fast. (increase)



3. The Statue of Liberty in New York is a monument which ________ freedom. (symbolise)



4. England, Scotland, Wales, and Northern Ireland together ______ the United Kingdom. (form)



5. America _____ Thanksgiving Day on the fourth Thursday of November since 1864. (celebrate)



6. New Zealand ________ divided into the North Island and the South Island. (be)



2 **Four of the underlined verbs in the passage are incorrect in tense. Find and correct them.**

DISNEYLAND



California (1) <u>is</u> home to the most iconic theme park in the world – Disneyland. Over 670 million people (2) <u>visit</u> it since it opened in 1955, and the number (3) <u>increases</u> fast. Different kinds of entertainment (4) <u>are provided</u> throughout the park. *Mickey's Soundsational Parade*, the most popular event, (5) <u>has celebrated</u> music from famous Disney films. In the parade, well-known Disney characters (6) <u>march</u> along the street, either on floats or on foot. They (7) <u>are dancing</u> along with the music, greet visitors, talk with children and pose for photos. Everybody (8) <u>is</u> welcome to join in the fun.

The four incorrect verbs are numbers ______, ______, ______, and ______.

Correct answers:

1. ____________________ **2.** ____________________

3. ____________________ **4.** ____________________



A CLOSER LOOK 2

Grammar

Present tenses: review

1 Remind Ss about the use of the present simple, present continuous and present perfect and their distinct time signals. Then let them do **1** individually. Allow Ss to share ideas in pairs or small groups. Encourage Ss to explain how they decided on the tense in each sentence. Correct as a class.

Key: **1.** has served **2.** is increasing **3.** symbolises **4.** form **5.** has celebrated **6.** is

2 Let Ss work individually first. Then let them share and discuss in pairs or small groups. Check and have Ss explain why a certain tense is used.

Key:

In the passage	Correct
2. visit	have visited
3. increases	is increasing
5. has celebrated	celebrates
7. are dancing	dance

Present simple for the future

3a Read the schedule and underline the verbs in the sentences describing the activities.

Vancouver Christian School Schedule for extra activities		Month: April
Day & time	**Activity**	**Place**
3rd 3.30 -5.30	Debating Competition	Main hall
14th 8.00-3.00	Chocolate Factory Excursion	Chocolate factory, Ista Visla
11th 11.15-12.45	Public Speaking	room 6, Felix Building
18th 8.30-4.30	Sports Festival	Sports centre
26th 3.15-4.15	Opening of Journalism Club	School library
28th-29th	Photo Exhibition	School library

1. The debating Competition takes place in the Main Hall on April 3rd.
2. The bus for the excursion to the chocolate factory leaves at 8.00 a.m on April 14th.

b Work in groups. Discuss the questions.

1. What time do the sentences refer to: the present or the future?
2. What tense are the verbs in the sentences?

REMEMBER!

We use the present simple with a future meaning when we talk about schedules, programmes, etc. (for example, public transport, cinemas, television, schools …)

Example:

1. The train to Bristol leaves at 11.15 from platform four.
2. Our school year starts next week, on September 5th.

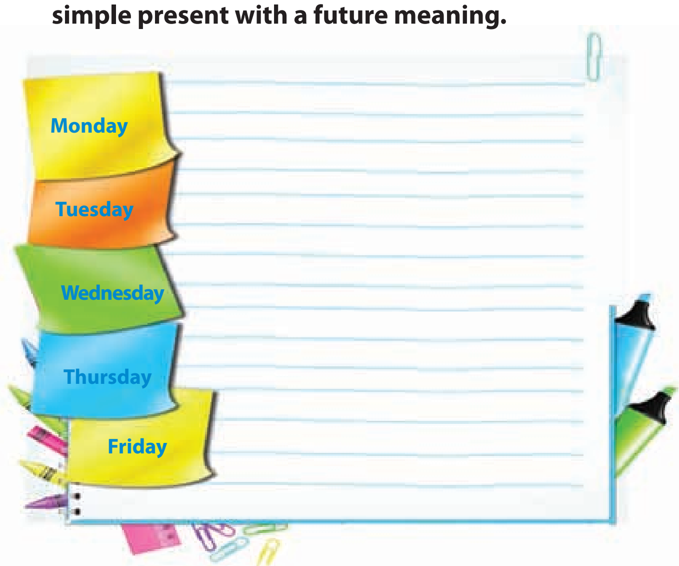


4 Use the verbs in the box in their correct forms to complete the sentences describing other activities in 3a.

host	finish	hold
take place	start	last

1. The Public Speaking session ________ at 11.15 and ________ at 12.45 in Room 6, Felix Building.
2. The Sports Festival ________ in the sports centre on April 18th. It is a day to promote children's participation in sports.
3. The Association of School Newspapers ________ the opening of their Journalism Club on April 26th, in the school library.
4. The school library ________ the Photo Exhibition.
5. The Photo Exhibition ________ two days, from the 28th to the 29th of April.

5 Make notes of some activities your school has planned for next week. Write five sentences about the activities, using the simple present with a future meaning.



1. ________________________________
2. ________________________________
3. ________________________________
4. ________________________________
5. ________________________________

Present simple for the future

3a Ask Ss to read the monthly schedule for the extra activities at Vancouver Christian School. Then have them underline the verbs in the sentences.

Key:

1. The Debating Competition <u>takes</u> place in the Main Hall on April 3rd.

2. The bus for the excursion to the chocolate factory <u>leaves</u> at 8.00 a.m on April 14th.

b Allow Ss time to discuss and find the answers to the questions. If Ss are having difficulty answering question 2, T may ask questions such as *'Is a schedule usually for present or future activities?'* Then have Ss read the **REMEMBER!** box.

Key: **1.** The future **2.** The present simple

4 Have Ss do this exercise independently. T checks the answers as a class.

Key:

1. starts – finishes **2.** takes place **3.** holds **4.** hosts **5.** lasts

5 Ss do this exercise independently. Encourage them to be imaginative. Walk around and help Ss with new vocabulary. Ss can exchange and talk about their schedule with a partner first. Once they have done this, ask them to write down the sentences. Remind Ss that in this case, the present simple is used to talk about practical information: *place, time, day, date*, so this should be the focus of their sentences. Ss can use the sentences in **4** as a model. If time allows, let them share with the class. Otherwise, T may set the writing for homework.

COMMUNICATION

Extra vocabulary
territory North Pole Arctic Circle

QUIZ

This is a quiz to test how much you know about English speaking countries.

1 Do the quiz and choose the correct answers.

1. ______ are both surrounded by the sea.
A. The United Kingdom and the USA
B. Canada and New Zealand
C. Australia and New Zealand
D. The USA and Australia

2. Of these countries, ______ is the youngest.
A. Australia B. Canada
C. the USA D. the United Kingdom

3. The capital of New Zealand is ______
A. Canberra B. Washington D.C.
C. Wellington D. Ottawa

4. ______ is the most diverse in geography and climate.
A. Canada B. The USA
C. The United Kingdom D. New Zealand

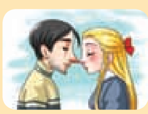
5. Niagara Falls is a spectacular waterfall in ______.
A. Wales B. Canada
C. England D. Australia

6. ______ is closest to the North Pole.
A. America B. Canada
C. New Zealand D. Australia

7. Which picture below illustrates the way the Maori of New Zealand greet each other?


A. touching toes


B. touching foreheads


C. touching noses


D. touching hands

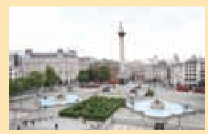
8. A kilt is the traditional garment for ______ .
A. Scottish men
B. the Maori in New Zealand
C. the Americans
D. the Aborigines in Australia



9. This animal, the ______ , is a symbol of Australia.
A. kangaroo
B. koala
C. rabbit
D. emu



10. ______ is in London.
A. Trafalgar Square
B. Times Square
C. Sky Tower
D. Ayers Rock



2 Write the names of the countries next to their facts.



Information	Country
1. It is made up of 50 states.	
2. It has the smallest population.	
3. It has the most famous football clubs in the world.	
4. It has part of its territory inside the Arctic Circle.	
5. It is both a country and a continent.	

3 GAME: HOW MUCH DO YOU KNOW ABOUT A COUNTRY?

a Work in groups. Choose a country and together find out as much about it as possible. Then prepare a small introduction of that country. Don't say the name of the country.

You can start your introduction with:

This country …

b Each group then presents their introduction to the class. The class...

1. tries to find out which country it is
2. votes for the most informative and interesting introduction



COMMUNICATION

This section provides Ss with a fun quiz. It builds up Ss' general knowledge of peoples and landmarks in English speaking countries. T can start with a brainstorming session to see how much Ss know. Encourage Ss to talk, even in Vietnamese.

Then write the words from the **Extra vocabulary** box on the board, plus any other words you think Ss may not know from the quiz. Ask for volunteers to explain the words/ phrases in the box. If nobody can, quickly pre-teach:

- *territory*: land that is under the control of a particular country
- *North Pole*: the point on the surface of the Earth that is furthest north
- *Arctic Circle*: an invisible ring on the most northern part of our planet, including the Arctic region; the centre of the Arctic Circle is the North Pole

1 Have Ss do the quiz individually as quickly as possible. Set a time limit to keep the pace lively and increase the fun element. Ss then share their answers in pairs or small groups and discuss where their answers differ. Check as a class by asking for a show of hands for each question. Note that the quiz format should be kept light and fun.

Key:

1. C	**2.** A	**3.** C	**4.** B	**5.** B
6. B	**7.** C	**8.** A	**9.** B	**10.** A

2 Have Ss work independently. Then Ss compare their answers in pairs. T confirms the correct answers as a class.

Key:

1. the USA **2.** New Zealand **3.** the United Kingdom **4.** Canada **5.** Australia

Both activities **1** and **2** are to confirm and broaden Ss' knowledge of English speaking countries and focus on English fluency. Encourage them to discuss with one another. The experience will be more meaningful this way.

3a Put Ss into groups of five or six. Explain that now they have a chance to put together what they know about a country, including all the information they have got so far from the lesson too. Ask them to write the information in short notes first without mentioning the name of the country (e.g.: - far north/ north America; - cold; - two languages: English and French…).

b Ask each group to stand up in front of the class. Each member of the group will give one fact about the country. When they have finished, the rest of the class can guess what country it is. When every group has done their presentation, the class can vote for the most informative and interesting one.

SKILLS 1

Reading

1 Discuss the questions. Then read the passage.

1. Where is Scotland?
2. What is this land famous for?

SCOTLAND - THE LAND OF LEGENDS

Scotland is in the north of Great Britain. It is famous for its rich culture as well as its amazing natural beauty. Visitors to this land can spend endless days exploring its historic centuries-old castles. But be aware – legend says that some of them are haunted by ghosts. Fun-lovers can experience its world-famous festival, the Highland Games where they can enjoy unique Scottish activities such as the piping, drumming, and dancing. They can also see traditional sports, or drink whisky with the local people. Driving through vast green pastures, or boating on scenic lakes – or lochs – are other attractions that Scotland offers.

The great people of this legendary land have also given many of the world's important inventions like the telephone, the television, penicillin and the raincoat. Edinburgh, the capital, was the first city in the world to have its own fire brigade in 1824. Edinburgh University welcomed the first female medical student in Great Britain in 1869.



2 Match each place or event with its two features.

Place	Feature
1. Edinburgh 2. castles 3. Highland Games 4. lochs	a. haunted by ghosts b. piping and drumming c. centuries-old d. the world's first fire brigade e. scenic f. first female medical student g. boating h. traditional sports

3 Read the passage again and answer the questions.

1. Is Scotland famous for its rich culture?
2. What might you see while you are exploring a castle?
3. What are some activities you can see at the Scottish Highland Games?
4. What were some of the things invented by the Scots?
5. When was the first fire brigade in the world created?



Speaking

4 Work in pairs. Talk about the thing(s) you like most about Scotland. Give reasons.

Example:

- What do you like about Scotland?
- I like the castles.
- Why?
- Because I want to see a ghost!

5 Work in groups. Read and discuss these interesting facts about Australia. Prepare a short introduction of Australia. Then present it to the class.

AUSTRALIA - Interesting facts

- world's only country which covers an entire continent
- world's capital of sports and outdoor activities (70% of the population regularly participate)
- world's longest fence (5,400 km); built to protect world's largest population of sheep (about 175 million); claimed to be seen from outer space
- world's largest cattle station (Anna Creek station); larger than Belgium



SKILLS 1

Reading

1 Allow Ss two or three minutes to discuss the questions. Draw a map of Great Britain and highlight Scotland on the map. Leave it on the board while the class reads the passage silently. T may ask Ss to underline the things that Scotland is famous for. Have Ss call out their answers and say where they found the information in the passage.

Key:

1. It's in the north of Great Britain.
2. Any or all of the following: It's famous for its rich and unique culture as well as its amazing natural beauty, its historic castles, its traditional festivals, and its whisky. It is also famous for various inventions.

2 Ask Ss to read the passage again. Ask them to scan the places first. Read carefully the information about each place and choose the two features related to it.

Ss work individually, then check their work in pairs. Ask Ss to call out their answers and show where the information appears.

Key:	1. Edinburgh: d, f	2. castles: a, c
	3. Highland Games: b, h	4. lochs: e, g

3 Have Ss read the passage again and write out the answers independently. T may invite two Ss to write their answers on the board. Confirm the correct answers. For a more able class, T may ask Ss to answer the questions without reading the passage again.

Key:

1. Yes, it is.
2. a ghost
3. piping, drumming, dancing
4. the telephone, television, penicillin, the rain coat
5. In 1824

Speaking

4 Give Ss a minute to think about the thing they like most about Scotland, and prepare their reasons. They then work in pairs, asking and answering about their choice. If time allows, call on some pairs to share their choice with the class. Encourage Ss to come up with more questions about Scotland.

5 Have Ss work in small groups. Ask them to look through the interesting facts, and discuss if there is any piece of information they are not clear about. Check as a class to make sure that the information is understood correctly. Only then can Ss start working on preparation for their presentation. Tell them that they can add some facts they know, or delete some facts they do not like from the provided notes. Then call on some groups to present. The class may then vote for the best presentation.

Listening

WANAKA - NEW ZEALAND





A tour guide is talking about the schedule for a day trip to Wanaka, a town in the far south of New Zealand.

1 Listen and fill in the time for the schedule of events.

- Arrive at Puzzling World: (1) ____________
- Leave Puzzling World: (2) ____________
- Meet up at Lake Wanaka: (3) ____________
- Bus leaves: (4) ________________________

2 Listen again and choose the right answer A, B, or C.

1. The first thing you see in Puzzling World is ______.
   A. Lake Wanaka
   B. the Leaning Tower
   C. the spacious café
2. The Illusion Room offers you ______.
   A. the picture of a leaning tower
   B. a collection of puzzles and games
   C. a collection of 3-D holograms
3. ______ is possibly the most photographed attraction in New Zealand.
   A. The Leaning Tower
   B. The Illusion Room
   C. Puzzling World
4. Lake Wanaka is called ______.
   A. a natural attraction
   B. a natural paradise
   C. a beauty spot
5. At Lake Wanaka you can ______.
   A. bike and walk
   B. drive
   C. climb a mountain

Writing

3a Choose four activities from the list that you would like to do in a two-day visit to Washington D.C., the capital of the USA.

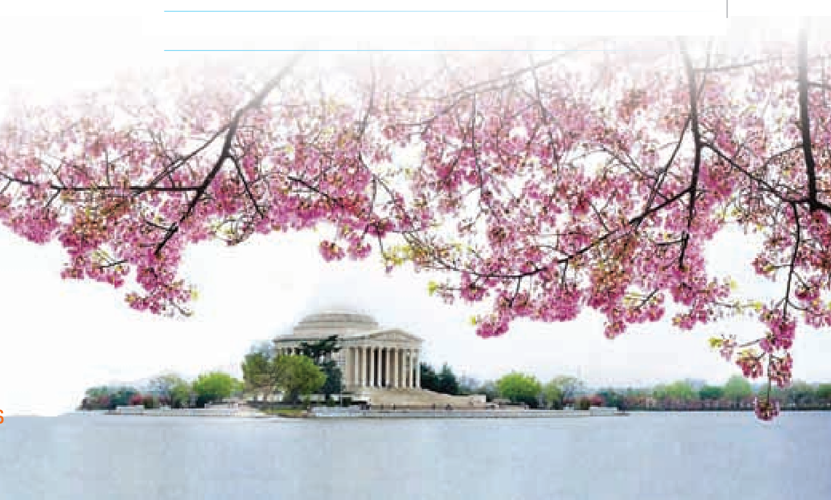
1. Canoeing along the C&O canal, enjoying the beautiful scenery.
2. Exploring Washington D.C. on a Hop-on Hop-off trolley.
3. Visiting the White House, where the President of the USA lives.
4. Visiting the National Children's Museum.
5. Cycling on bike trails in the National Park.
6. Enjoying the cherry blossoms at the Tidal Basin.

b Schedule your visit.

Day	Time	Activity
1		
2		

4 Write a passage describing the schedule for your visit. You can start with:

This is the schedule for my two-day visit to Washington D.C. On the first day we…



SKILLS 2

Listening

Ask Ss to look at the pictures and read the introduction to the listening. Ask them what features from the pictures they are interested in, and what they think Wanaka is like.

1 Ask Ss to read the questions. T then plays the recording and Ss write the answers. T can play the recording at least twice. Elicit the answers from Ss and write the correct answers on the board.

Key: **1.** 9.30 **2.** 12.30 **3.** 4.00 **4.** 4.15

2 Give Ss some time to read the events. Check if they know the meaning of the words 'illusion' (something that appears to be there but is not) and '3-D hologram' (three-dimensional image). Ss then listen to the recording again, as many times as needed if time allows, and choose the correct answers. T checks the answers as a class.

Key: **1.** B **2.** C **3.** C **4.** B **5.** A

Audio script:

Good morning. I hope you all had a good sleep. We are now heading for Wanaka. We arrive at the first destination, Puzzling World at 9.30. The first puzzling thing which welcomes you is the Leaning Tower. When you get inside the spacious café, you will find yourself among various wooden puzzles and games. The Illusion Room is a must-see as there's nothing else like it in the world. Puzzling World is possibly the most photographed attraction in New Zealand.

At 12.30 we leave for Lake Wanaka, New Zealand's fourth largest lake. This 'natural paradise' has something for everyone. Adventure lovers may follow the biking and walking tracks through the park. Relaxation seekers may stay by the lake, taking a boat ride, or just sitting and watching its changing beauty. We meet up at 4 o'clock and the bus leaves at exactly 4.15. I hope…

Writing

3a Ask Ss to work in groups of three or four. Read the activities and decide on the four activities they would like to do together in their two-day visit to Washington D.C.

b Once they have made their decision, allow them time to schedule their visit and fill in the schedule table.

4 Have each group write a description of their visit. The description should include: the name of the activity, the time they do it, and what it involves. If possible, give each group a big piece of paper to write their answers. Ask the two quickest groups to present their answers. Other groups and T give comments. Give marks to the groups. Other groups complete their writing as homework and bring it back in the next lesson.

Sample writing:

This is the schedule for our group's two-day visit to Washington D.C. On the first day we plan to go to the White House early at 8 o'clock. This way, we avoid the crowds. Then we get on a Hop-on Hop-off trolley, which rides around the city. We do some shopping and go for a nice lunch. Then we see some of the sights of the city. On the second day, we take the 8.30 shuttle bus to the canoe club to join a canoe trip along the C&O canal. This canal is famous for its beautiful scenery, especially in autumn. The trip takes about three hours. In the afternoon, we visit the National Children's Museum. The brochure says that this museum offers children a lot of fun activities where they can learn through playing.

LOOKING BACK

Vocabulary

1 **Match the words with the definitions.**

Words	Definitions
1. loch	a. a unique way of pronunciation in an area/ country
2. kilt	b. a private well-protected residence
3. puzzling	c. a Scottish word for 'lake'
4. castle	d. an ancient story about a place/ a person that may or may not be true
5. legend	e. a male skirt which is often worn on special occasions
6. accent	f. confusing or questionable

2 **Choose the best answer A, B, or C to complete the sentences.**

1. Australia has the biggest _______ in the world.
   A. natural beauty B. puzzling games C. cattle station
2. Over 1,000 sea planes come and go on the water of Lake Hood airport in Alaska. It's really a fun _______ to watch.
   A. scene B. icon C. puzzle
3. The Maori's language and _______ have had a great impact on New Zealand life.
   A. festivals B. dances C. culture
4. Niagara Falls is a great _______ on the border of the USA and Canada. Thousands of visitors come to see it every month.
   A. tradition B. spectacle C. relaxation
5. People in countries like the USA, Great Britain, and New Zealand use English as their _______ language.
   A. official B. native C. foreign
6. In summer, children often take part in a local or international _______
   A. summer camp B. game C. attraction

Grammar

3 **Decide if the sentences have a present meaning (P) or a future meaning (F).**

	P	F
1. Please phone me as soon as you arrive in Canberra.		
2. There is a documentary about Oxford on TV tonight. Don't forget to watch it.		
3. Usually on New Year's Eve, thousands of people gather in Times Square in New York to welcome the New Year.		
4. When people travel, they use a map to find their way around.		
5. Our holiday in Queenstown lasts six days. I feel so excited.		

4 **Complete the sentences with the appropriate present tense of the verbs in brackets.**

1. Alaska, a state in the USA, _______ both the Arctic Ocean and the Pacific Ocean. (face)
2. In Adelaide, south of Australia, the sun _______ until 9 p.m in summer. (not/ set)
3. Although England has several good football teams, it _______ the World Cup only once. (win)
4. The government of New Zealand _______ a lot to preserve the culture of the Maori, the native people of this land. (do)
5. In Canada, the serving of coffee at the end of an evening _______ a signal that it is time for visitors to leave. (be)
6. In many cultures, it's considered rude if you push through people who _______ to get out of a bus or a train. (try)



LOOKING BACK

Encourage Ss to complete **LOOKING BACK** without referring to the previous sections in the unit.

Ss should record their results for each exercise in order to complete the final *Finished! Now you can ....* assessment and identify areas for review.

Vocabulary

1 Ss complete this exercise independently. Check their answers as a class.

Key:
1. c **2.** e **3.** f **4.** b **5.** d **6.** a

2 Ss work individually. They can then double check with their partner. Confirm the correct answers.

Key:
1. C **2.** A **3.** C **4.** B **5.** B **6.** A

Grammar

3 Ss complete this exercise independently or in pairs. Check as a class.

Key: **1.** F **2.** F **3.** P **4.** P **5.** F

4 Ask Ss to read the sentences carefully and look for clues that help them decide which tense should be used for each blank. Have Ss complete the exercise independently and then exchange their answers. Ask two Ss to write their answers on the board. Confirm the correct answers.

Key:
1. faces **2.** doesn't set **3.** has won **4.** has done **5.** is **6.** are trying

Communication

Check your knowledge!

5 **Work in groups. Discuss if the statements are correct.**

Example:

Wellington is the capital of the United Kingdom.

A: No, the capital of the United Kingdom is London. I think Wellington is the capital of Australia.

B: That's not true. I am sure the capital of Australia is Canberra. Wellington is the capital of New Zealand.

1. The Maori in New Zealand wear kilts.
2. Of English speaking countries, Canada has the biggest population.
3. Disneyland is in California, a state of Australia.
4. Kangaroos and koalas live in New Zealand.
5. English is the only official language in Canada.

Finished! Now I can … .	✓	✓✓	✓✓✓
• use words/ phrases to describe people and places in English speaking countries • use the present simple to talk about future activities • pronounce words ending in *-ese* and *-ee* correctly in isolation and sentences • talk and write about schedules			

PROJECT

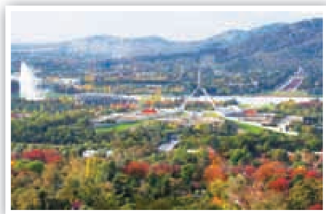
Explore us!



WASHINGTON D.C.



OTTAWA, CANADA



CANBERRA, AUSTRALIA



WELLINGTON, NEW ZEALAND

These capital cities are great attractions.

Work in groups of four or five.

1. Do some research about one of the cities, then make a list of the places and activities that you think will attract visitors to the city.
2. Design a poster for the city with pictures and information.
3. Present your poster to the class and introduce the city.
4. The class votes on the most appealing poster.



LONDON, THE UNITED KINGDOM

Communication

5 Ss work in groups. They discuss the statements and decide if they are true. If they are not, find the true answer. Check as a class.

Key:

1. Scottish men wear kilts.
2. The USA has the biggest population.
3. California is a state in the USA.
4. They live in Australia.
5. English and French.

Finished!

Ask Ss to complete the self-assessment. Discuss as a class what difficulties remain and what areas Ss have mastered.

PROJECT
Explore us!

This project aims to encourage Ss to do more research about the capitals in English speaking countries, to explore them and find out as much as possible about their culture, their historic and natural beauty… This means they can research whatever they are interested in and think can attract people.

Divide Ss into groups of four or five and instruct them on what they have to do. Encourage them to think creatively and daringly. Tell them to keep in mind who this poster is for. These can help decide:

- which attractions you would include in your poster.
- what information about the attraction you would introduce.
- which picture you would use for your poster.
- the design for your poster.

Have Ss present their poster in the next lesson. When all the groups have given their presentations, the whole class can vote for the best.

Unit 9 NATURAL DISASTERS

GETTING STARTED

Shocking news



THIS UNIT INCLUDES:

VOCABULARY
Types of natural disasters
Words to describe a natural disaster

PRONUNCIATION
Stress in words ending in *-logy* and *-graphy*

GRAMMAR
Passive voice: review
Past perfect

COMMUNICATION
Talking about a natural disaster
Asking and answering questions about what to do when a natural disaster happens

1 **Listen and read.**

Duong: Did you watch the news last night?

Nick: No, I didn't. What's happened?

Duong: There was a typhoon in Nam Dinh Province.

Nick: What exactly is a typhoon? We don't get them in England.

Duong: It's a severe tropical storm.

Nick: Oh no! That's terrible! What time did it hit the area?

Duong: They said at about 10 a.m.

Nick: Was anyone injured?

Duong: Only a few minor injuries were reported. Most people had moved to safe areas when the storm broke.

Nick: That's a relief. Did it cause any damage to property?

Duong: It seems many houses and public buildings were destroyed or flooded, and thousands of people were left homeless.

Nick: That's awful! Despite all the modern technology available to us, we're still helpless against natural disasters. How is the government helping the people there?

Duong: They've sent rescue workers to free people who were trapped in flooded homes. Once the heavy rain stops, they'll start clearing up the debris. Medical supplies, food and rescue equipment have also been sent.

Nick: That's great! How about the people left without homes?

Duong: They've been taken to a safe place where temporary accommodation will be provided for them.

Objectives:

By the end of this unit, students can:

- pronounce words ending in *-logy* and *-graphy* correctly in isolation and in context
- use the lexical items related to the topic 'Natural disasters'
- use the past perfect tense to talk about an action before a stated time or another action in the past
- read for specific information about a natural disaster in a news report
- talk about a natural disaster and what to do when it happens
- listen for specific information about a natural disaster in a news report
- write a news report on a natural disaster

GETTING STARTED
Shocking news

Introduction

Before Ss open their books, review the previous unit by asking them to take part in a quick game. Divide the class into two teams. Using a soft ball or rolled up ball of paper, have a student in Team A throw the ball to the other team, calling out an English speaking country, e.g., England. Whoever catches the ball must think of a thing or a place that country is famous for, e.g., Big Ben, London, Liverpool, afternoon tea, The Beatles, etc. Continue with other countries until the time is up.

Write the unit title on the board 'Natural Disasters'. Elicit any information Ss know about natural disasters by asking about natural disasters that have happened where they live or anywhere else in the world that they know of.

'What was the natural disaster?'

'When did it happen?'

'Was there any damage to people or property?'

1 Let Ss open their books and look at the picture. Ask Ss questions about the picture:

E.g.

Where are Duong and Nick? What are they talking about?

Which natural disasters can we see in the bubbles?

Play the recording. Ss listen and read. T can play the recording more than once. Pause the recording at appropriate places if Ss need help with comprehension.

a **Read the conversation again and fill the blank with no more than three words.**

1. Nam Dinh Province was hit by a severe ________.
2. Only a few people were ________.
3. The storm caused extensive _______ to property.
4. Rescue workers have freed those who were ________ in flooded homes.
5. The government has sent rescue equipment, food, and ________.
6. People without homes will be provided with ________.

b **Responding to news**

Nick uses the expression 'That's terrible!' to react to the news of the tropical storm. Read the conversation again and find similar responses.

2a **Write the responses into the correct columns. Then listen, check and repeat.**

- Wow!
- That's great!
- Oh dear!
- That's a relief!
- That's awful!
- How terrible!
- How wonderful!
- Oh no!
- That's shocking!
- That's awesome!

Responding to good news	Responding to bad news

b **Match the sentences (1-6) to the responses (a-f). Then practise the exchanges with a partner.**

1. Mary and Tom are getting married in July.	a. Oh no!
2. I managed to pass the test!	b. How wonderful!
3. Many people died in the accident.	c. Wow!
4. They have invented a flying car.	d. That's a relief!
5. Our house was destroyed by the storm.	e. That's shocking!
6. Hospitals have refused to take in any more injured people.	f. That's awful!

3 **Match the natural disasters with the pictures. Then listen, check your answers and repeat. Can you add more?**

A. volcanic eruption	B. tornado	C. flood	D. forest fire
E. earthquake	F. tsunami	G. mudslide	H. drought



1. ________________



2. ________________



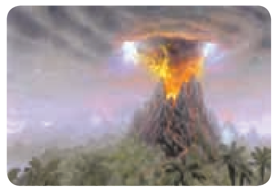
3. ________________



4. ________________



5. ________________



6. ________________



7. ________________



8. ________________

4 **Work in pairs. Ask and answer questions about common natural disasters in some areas in Viet Nam.**

Example:

A: Which are the most common natural disasters in Thanh Hoa?

B: Typhoons and floods.

A: How often do they happen there?

B: Typhoons happen there about three or four times a year, and floods about twice a year.

a Ask Ss to read each sentence and locate the information in the conversation, then choose suitable words/phrases to fill each blank. Ss work independently. Then allow them to share their answers before discussing as a class.

Key: **1.** tropical storm **2.** injured **3.** damage **4.** trapped **5.** medical supplies **6.** temporary accommodation

b T models an exchange with a student by giving some bad news, 'My cat died.' and eliciting 'That's terrible!' from the student. Focus on intonation, stressing the first syllable of 'terrible'. Do the same with other Ss around the class. Encourage Ss to have fun exaggerating their intonation as they reply to T. Tell Ss to refer back to the conversation to find the other phrases. In pairs, Ss practise saying the phrases with correct intonation. (Play the recording again as a model if necessary).

Key: **1.** Oh **no**! **2.** That's a re**lief**! **3.** That's **aw**ful!

2a First, have Ss work independently. Then allow them to share their answers before playing the recording for them to check. Play the recording for Ss to repeat the phrases. Remind Ss to pay attention to their intonation as they practise.

Key:

Responding to good news	Responding to bad news
Wow!	Oh dear!
That's great!	That's awful!
That's a relief!	How terrible!
How wonderful!	Oh no!
That's awesome!	That's shocking!

Audio script:

Responding to good news: Wow! That's great! That's a relief! How wonderful! That's awesome!

Responding to bad news: Oh dear! That's awful! How terrible! Oh no! That's shocking!

b First, have Ss work independently. Then allow them to share answers before T gives comments. Point out that some of the responses could fit more than one statement. If Ss can justify their choice, then accept it. Ask Ss to work in pairs, practising the exchanges with good intonation. T goes around the class to provide help.

Key: **1.** b **2.** d **3.** f **4.** c **5.** a **6.** e

3 First, have Ss work in pairs to match the words/ phrases to the pictures. Then allow them to share answers with another pair before playing the recording for them to check. Play the recording for Ss to repeat the words/phrases.

Key: **1.** C **2.** D **3.** F **4.** B **5.** G **6.** A **7.** H **8.** E

Audio script:

1. C: flood **2.** D: forest fire **3.** F: tsunami **4.** B: tornado
5. G: mudslide **6.** A: volcanic eruption **7.** H: drought **8.** E: earthquake

4 Ask Ss which of these natural disasters can happen in Viet Nam. Then model this activity with a more able student. Next ask Ss to work in pairs. Go around to provide help. Call on some pairs to practise in front of the class.

A CLOSER LOOK 1

Vocabulary

1 Fill each blank with a suitable verb in the correct form from the box below. Then listen, check and repeat.

erupt	rage	collapse
strike	bury	shake



1. Yesterday, a terrible storm _______ the rural area of Ha Giang Province.
2. Villagers rushed into public shelters as soon as the volcano _______.
3. Hundreds of buildings were completely destroyed when the earthquake _______ the city.
4. The mudslide _______ the whole village while people were still sleeping in their houses.
5. The forest fire _______ for eight hours and some animals were badly injured or killed.
6. We managed to run out of the house into the street before the walls _______.

2 Match the verbs in column A to the nouns in column B. Then listen, check and repeat.

A	B
1. scatter	a. the village
2. take	b. debris
3. evacuate	c. the forest fire
4. provide	d. shelter
5. put out	e. aid

3 Now use the phrases in 2 in the correct form to complete the sentences.

1. The rescue workers set up a camp to _______ for the flood victims.
2. On the second day, there was a rainstorm which helped to _______.
3. When the storm started, they _______ in a cave.
4. As the tornado moved through the town, high winds _______ across the streets.
5. The police had to _______ to public shelters before the volcano started to erupt.

Pronunciation

Stress in words ending in *-logy* and *-graphy*

4 Listen and repeat these words. Pay attention to the stressed syllables.

technology	biology	geography
photography	apology	
ecology	biography	psychology

REMEMBER!

For words ending in **-logy** and **-graphy**, place the stress on the third syllable from the end.

Example:

bi'ology pho'tography



5 Listen and mark the stress on the correct syllable in the words below. Pay attention to *-logy* and *-graphy*.

1. sociology	4. climatology
2. zoology	5. astrology
3. bibliography	6. demography

6 Read the following sentences and mark (') the stressed syllable in the underlined words. Then listen and repeat the sentences.

1. We are studying the <u>geography</u> of Asia.
2. I had a <u>biology</u> lesson this afternoon.
3. They share a common interest in <u>photography</u>.
4. A <u>biography</u> is a book that tells the story of someone's life, written by someone else.
5. <u>Zoology</u> is the scientific study of animals and their behaviour.

A CLOSER LOOK 1

Vocabulary

1 Write the first verb *erupt* on the board and elicit the past tense from Ss, writing *erupted* on the board. Do the same with all the verbs. T may ask for a translation of the verbs to check their understanding. Leave them on the board as a reference. Then have Ss work independently to do the activity. Ask them to share their answers with one or more partners. Play the recording for Ss to repeat the sentences. With a stronger class, T may wish to ask Ss to make some more examples with the verbs in the box.

Key: **1.** struck **2.** erupted **3.** shook **4.** buried **5.** raged **6.** collapsed

Audio script:
1. Yesterday, a terrible storm struck the rural area of Ha Giang Province.
2. Villagers rushed into public shelters as soon as the volcano erupted.
3. Hundreds of buildings were completely destroyed when the earthquake shook the city.
4. The mudslide buried the whole village while people were still sleeping in their houses.
5. The forest fire raged for eight hours and some animals were badly injured or killed.
6. We managed to run out of the house into the street before the walls collapsed.

2 First, have Ss work independently. Then, ask them to share their answers with one or more partners. T may ask for translation of some phrases to check their understanding. Play the recording for Ss to repeat the phrases.

Key: **1.** b **2.** d **3.** a **4.** e **5.** c

Audio script: **1.** scatter debris **2.** take shelter **3.** evacuate the village **4.** provide aid **5.** put out the forest fire

3 Have Ss complete the sentences individually, using the phrases in **2**. Then have some read out their answers before checking with the whole class. Confirm the correct answers.

Key: **1.** provide aid **2.** put out the forest fire **3.** took shelter **4.** scattered debris **5.** evacuate the village

Pronunciation

Stress in words ending in *-logy* and *-graphy*

4 Play the recording and ask Ss to listen and repeat the words, paying attention to the stressed syllables of each word. T may play the recording as many times as necessary. Explain the rule in the **REMEMBER!** box and ask some Ss to give some words ending in *-logy* and *-graphy*.

5 Ask Ss to work in pairs to practise saying the words and mark the stress on the correct syllable in each word. Then T plays the recording. Ss listen and check. T may pause after each word and ask them to repeat chorally. Correct their pronunciation if necessary.

Key:
1. soci'ology
2. zo'ology
3. bibli'ography
4. clima'tology
5. as'trology
6. de'mography

6 Ask Ss to work in pairs to mark the stress in the words and practise saying the sentences. Call some Ss to give the answers and say the sentences in front of the class. Then ask Ss to listen while T plays the recording. T may pause after each sentence and ask them to repeat chorally. Correct their pronunciation. If there is not enough time, after Ss mark the stress, play the recording for them, then check their answers and repeat the sentences.

Audio script:
1. We are studying the ge'ography of Asia.
2. I had a bi'ology lesson this afternoon.
3. They share a common interest in pho'tography.
4. A bi'ography is a book that tells the story of someone's life, written by someone else.
5. Zo'ology is the scientific study of animals and their behaviour.

A CLOSER LOOK 2

Grammar

Passive voice: review

REMEMBER!

We form the passive voice with the verb **to be** in the appropriate tense and form, and the **past participle** of the main verb. Only verbs which can take an object can be used in the passive.



1 **Read the conversation in GETTING STARTED and underline any sentences in the passive voice that you can find. Check your findings with a partner.**

2 **Complete the sentences using the correct passive form of the verbs in brackets.**

1. Debris (scatter) ________ across the countryside by the strong winds last night.
2. Ten new houses (build) ________ in the town every year.
3. Residents of flooded villages (take) ________ to a safe place last night.
4. In the future, natural disasters (predict) ________ accurately with the help of technology.
5. Food and medical supplies (deliver) ________ later this afternoon.

3 **Rewrite the following sentences using the correct passive voice.**

1. Volunteers have given out food and blankets to homeless people.
____
2. So far, rescue workers have freed ten people trapped in collapsed buildings.
____
3. Did the storm destroy the whole village?
____
4. If the storm hits the area, it will cause a lot of damage.
____
5. They are going to organise a garden party to raise money for the victims of the flood.
____

Past perfect

4a **Read part of the conversation from GETTING STARTED. Pay attention to the underlined part.**

Nick: Was anyone injured?
Duong: Only a few minor injuries were reported. Most people <u>had moved</u> to safe areas when the storm broke.

(+) Positive
Subject + *had* + past participle
Example: I *had left* when they came.

(-) Negative
Subject + *had not/ hadn't* + past participle
Example: I *hadn't left* when they came.

(?) Questions:
Had + subject + past participle
Had + subject + *not* + past participle
Hadn't + subject + past participle
Example:
Had you left when they came?
Had you not left when they came?
Hadn't you left when they came?

* **Short answers to Yes/ No questions:**
(+) *Yes*, subject + *had*.
(-) *No*, subject + *hadn't*.
Example:
Had you left when they came?
Yes, I *had*./ No, I *hadn't*.

b **When do we use the past perfect? Can you think of any rules?**

We use the past perfect to describe an action before a stated time in the past.

Example:
People had managed to leave the flooded villages by 11 o'clock last night.



We use the past perfect to describe an action that happened before another action in the past.

Example:
People had already left the flooded villages when rescue workers arrived.



A CLOSER LOOK 2

Grammar

Passive voice: review

Ask if Ss remember how to form the passive voice. T may ask one student to write the form on the board and have other Ss give examples.

If they do not remember well, ask Ss to read the **REMEMBER!** box. Draw Ss' attention to how the passive voice is formed by analysing the rule. Then ask some more able Ss to give some examples to illustrate this.

1 Ask Ss to read the conversation in **GETTING STARTED** again and underline all instances of the passive voice that they can find. Then, ask them to share their findings with one or more partners before checking with the whole class.

Key:

<u>Was</u> anyone <u>injured</u>?

Only a few minor injuries <u>were reported</u>.

It seems many houses and public buildings <u>were destroyed</u> or <u>flooded</u>, and thousands of people <u>were left</u> homeless.

They've sent rescue workers to free people who <u>were trapped</u> in flooded homes.

Medical supplies, food and rescue equipment <u>have also been sent</u>.

They<u>'ve been taken</u> to a safe place where temporary accommodation <u>will be provided</u> for them.

2 Have Ss work independently. Then, ask them to share their answers with one or more partners. Ask some Ss to say their answers aloud. Confirm the correct answers.

Key:

1. was scattered **2.** are built **3.** were taken
4. will be predicted **5.** will be delivered/are going to be delivered

3 Invite two Ss to write the sentences on the board while other Ss write the sentences in their notebooks. Ask some Ss to give comments on the sentences on the board. Confirm the correct sentences.

For a class that needs more support, model the first sentence for Ss. Have Ss write the next two sentences and correct them carefully. The rest can be done as homework.

Key:

1. Food and blankets have been given out to homeless people (by volunteers).
2. Ten people trapped in collapsed buildings have been freed (by the rescue workers) so far.
3. Was the whole village destroyed (by the storm)?
4. If the area is hit by the storm, a lot of damage will be caused.
5. A garden party is going to be organised to raise money for the victims of the flood.

Past perfect

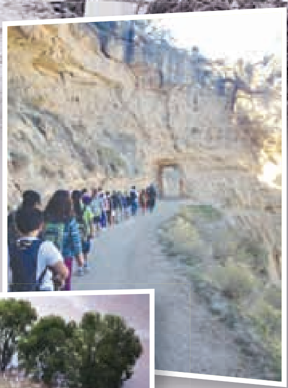
4a Ask Ss to read part of the conversation from **GETTING STARTED**, paying attention to the underlined part. Then, refer to the yellow box, explaining the form of the past perfect tense and going through the examples.

b Now ask Ss to think about the rules for the past perfect tense. First, try to elicit them from Ss. Then go through the rules in the boxes by analysing the examples given. Then ask Ss to give some more examples of their own.



5 Complete the sentences by putting the verbs in brackets into the simple past or past perfect.

1. Most people (leave) _______ before the volcano (erupt) _______.
2. By the time we (arrive) _______ at the canyon, it (stop) _______ snowing.
3. They (spend) _______ the night in the flooded area before help (arrive) _______.
4. Simon (get) _______ lost because he (not take) _______ a map with him.
5. I (find) _______ my pen after I (buy) _______ a new one.





6 Work in pairs. Ask and answer the following questions about you.

Example:

A: What had you learned to do by the time you started primary school?

B: By the time I started primary school, I had learned how to ride a bike.

1. What had your mother done when you got up last Sunday?

   ____

2. What had you done before you went to bed last night?

   ____

3. What had already happened when you arrived at school today?

   ____

4. What had you done before you left school yesterday?

   ____

5. What had happened by the time you finished your home work yesterday?

   ____

7 GAME

Work in two teams. Take turns to give reasons why you were pleased/ upset/ happy/ angry, etc. Use the past perfect for the event that had happened. Each correct sentence gets one point. The team with the most points wins.

Example:



5 First, have Ss work independently. Then, ask them to share their answers with one or more partners. Ask some Ss to say their answers aloud. T gives comments, and makes any correction if available.

Key:

1. had left, erupted	**2.** arrived, had stopped	**3.** had spent, arrived
4. got, hadn't taken	**5.** found, had bought	

6 First, ask Ss to prepare their answers independently. Then model the activity by asking a student one of the given questions. Ask Ss to work in pairs. T may go around to provide help. Call some pairs to practise in front of the class.

7 Model the game with the whole class first. Divide the whole class into two teams (e.g. left side and right side). Then allow members from the two teams to take turns in giving reasons why they were pleased/ upset/ happy/ angry, etc. Count the correct sentences to find the winning team.

If time does not allow, T can choose either activity **6** or **7** for Ss to do.

COMMUNICATION

Extra vocabulary
climate change   victims   in charge

YOUR VIEWS ON NATURAL DISASTERS



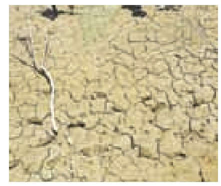
1 **Listen to a radio programme on *4Teen News*. Then fill the gaps with the words you hear.**

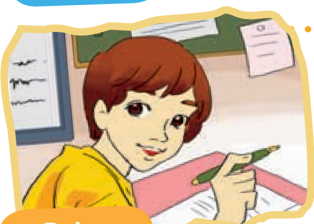
Welcome to 'Nature and You.' Today we have asked our listeners around the world to call us to express their views on these two questions:
- Are there more natural disasters now than there were in the past?
- Are we prepared to deal with natural disasters?



Sarah

I think there are more natural disasters now than there used to be. Whenever I watch the news on TV, I see places that are (1) _______ or affected by drought. I'm certain this is the result of climate change and global (2) _______.





Peter

I don't think that there are more natural disasters now than in the past. But more are being reported on the news in shorter time periods. We've seen them so often on the news that we've become (3) _______ to them.

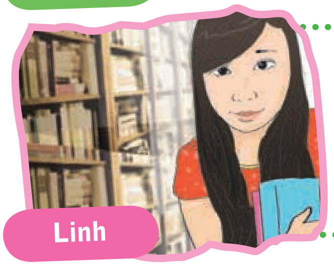




Nubita

I think recent earthquakes and tsunamis just show how (4) _______ we are to deal with them. Despite all the technology and knowledge available to us nowadays, many people become victims of natural disasters.





Linh

I don't think we can prepare for natural disasters as nobody knows when or where they are going to strike. It's Nature's way of (5) _______ us who is in charge and that we should show more respect to the natural environment.



2 **Read the listeners' views on natural disasters again and decide who you agree with and who you disagree with.**

3 **Answer the two questions. Express your own views and write them down below.**

____

____

4 **Work in pairs. Now compare your views with a partner. Do you share the same views?**

COMMUNICATION
Your views on natural disasters

Before Ss open their books, ask them to work in groups to discuss the question *'Can we prevent natural disasters with the help of modern technology?'*

Help Ss understand the meanings of the words in **Extra vocabulary**, and any other words from the text you think they won't know, by using examples, definitions or even translations.

- climate change = a permanent change in weather conditions
- victim = a person who has been attacked, injured or killed as the result of a crime, a disease, an accident, etc.
- in charge = in a position of having control or responsibility for sb/sth

1 First, have Ss read the interview and guess what the missing word for each gap in the interview is. Write the Ss' ideas on the board. Ask Ss to say which question each person is answering (*Sarah and Peter: the first question; Nubita and Linh: the second question*). Then play the recording. The first time, ask Ss to close their books and listen only. Then play the recording again and allow Ss to fill the gaps as they listen. Ask Ss to share their answers in pairs before playing the recording a final time to allow pairs to check their answers. Refer Ss back to the ideas on the board and decide together if all of them are possible options. If time is limited, T may play only the sentences that include the information Ss need for their answers.

Key:

1. flooded **2.** warming **3.** used **4.** unprepared **5.** reminding

Audio script:

Welcome to 'Nature and You.' Today we have asked our listeners around the world to call us to express their views on these two questions: 'Are there more natural disasters now than there were in the past?' and 'Are we prepared to deal with natural disasters?'

- Hi, I'm Sarah from Sydney, Australia. I think there are more natural disasters now than there used to be. Whenever I watch the news on TV, I see places that are *flooded* or affected by drought. I'm certain this is the result of climate change and global *warming*.
- Hello, I'm Peter from London, England. I don't think that there are more natural disasters now than in the past. But more are being reported on the news in shorter time periods. We've seen them so often on the news that we've become *used* to them.
- Hi, everyone, I'm Nubita from Tokyo, Japan. I think recent earthquakes and tsunamis just show how *unprepared* we are to deal with them. Despite all the technology and knowledge available to us nowadays, many people become victims of natural disasters.
- Good evening everyone, I'm Linh from Ha Noi, Viet Nam. I don't think we can prepare for natural disasters as nobody knows when or where they are going to strike. It's Nature's way of *reminding* us who is in charge and that we should show more respect to the natural environment.

2 Ask Ss to decide whose opinions they agree with and who they disagree with. Ss make notes of the reasons for their decision.

3 Have Ss make notes of their answers to the two questions in the interview. Remind Ss that it does not matter what their answers are, and that it is more important that they justify their answers. T may go around to provide help.

4 Ask Ss to work in pairs to share their answers with a partner. Encourage each pair to negotiate for the same views. If time allows, have some Ss report on their answers. Otherwise, move around the class while Ss do this activity and give assistance.

SKILLS 1

Reading

1 Read an article about how to prepare for a natural disaster. Look at the words in the box, then find them in the article and underline them. What do they mean?

essential	wreak havoc	destructive
guidelines	emergency	

Natural disasters can be destructive; they can wreak havoc across large areas and cause loss of life or damage to property. We cannot prevent natural disasters, but we can prepare for them. The first step is to learn about the risks in your area and read the information about natural disasters on local government sites. Next, find out what the rescue and emergency workers advise. These people have been trained to deal with disasters, have been through lots of them and know how to help. Make sure you have all the emergency contact numbers entered in your mobile phone. It is also important that you put together an emergency supply kit. Your emergency supply kit should include food, water, medications, personal hygiene items, copies of personal documents and some money. You may also need some extra clothing if you live in a cold climate. Natural disasters can force people to leave their homes so you should also become familiar with the guidelines for evacuation. Plan safe places to meet your family and get to know the evacuation routes and shelters.

2 Read the article again and answer the questions.

1. Why are natural disasters destructive?
2. What is the first thing to do to prepare for natural disasters?
3. What should you enter in your mobile phone? Why?
4. What items should an emergency supply kit include?
5. What do you need to know in case of evacuation?

Speaking

3a Read the news reports (A-C) and match each one to the correct picture (1-3).


1


2


3

A. A tornado hit a small town in Missouri at 9 a.m. yesterday. People said the sky darkened very quickly. The winds were so strong that trees, cars and even houses were picked up and carried for miles. As local TV and radio stations had issued an early warning, most of the residents had had time to take shelter underground or in basements.

B. A powerful earthquake struck the north-east of Japan at 4 p.m. last Monday. Although Japan has the most advanced warning system, there had been no early warning for this one and people were not prepared. Suddenly the ground started moving. The shaking continued for a few minutes and became stronger. People began running away from buildings as walls started to collapse.

C. Mount Sinabung in Indonesia erupted again two days ago. From where we were standing, we could see a big cloud of ash coming from the top of the mountain. As the lava ran down the volcano's sides, it destroyed everything in its path. By the next morning, several villages around Mount Sinabung were buried in ash and debris.

b Work in pairs. Each pair can choose one of the reports in 3a. Role-play telling each other about the news. Use the example below.

Example:

A: Did you watch the news last night?
B: No, I didn't. What's happened?
A: There was a powerful earthquake on Monday.
B: That's shocking! Where was it?
...

4a Make a list of things to do before, during and after each of the disasters in your area. You can read the article in 1 again for ideas.

Disasters	Things to do		
	Before	During	After

b Discuss what you should do in the event of a natural disaster in your area. Use the information from the table above.

Example:

A: What should you do to prepare for floods in your area?
B: First, I'll make sure I have a disaster plan ...
A: What should you do during a flood?
B: During a flood, I should try to get to higher ground as quickly as possible ...

SKILLS 1

Introduction

Before Ss open their books, ask the question: '*What can we do to prepare for a natural disaster?*' See if any Ss can come up with some ideas. Make notes on the board. As an option, this could be done in Vietnamese with T showing how to express these ideas in English. Now have Ss open their books.

Reading

1 Ask Ss to scan the article to find where the words/ phrases *wreak havoc, essential, destructive, guidelines,* and *emergency* are in the article. Ask if Ss know the meanings of the words/ phrases. If they do not, T may help Ss work out the meanings of these words from the article. T can also explain the words/ phrases.

Suggested answers:

- *wreak havoc:* do great damage or harm to somebody/something
- *essential:* necessary
- *destructive*: causing major damage, from the verb *destroy*
- *guidelines:* rules or instructions telling you how to do something, especially something difficult
- *emergency*: a suddenly serious and dangerous event or situation

2 T may set a longer time limit for Ss to read the article again and answer the questions. Ask Ss to note where they found the information that helped them to answer the questions. Ss can compare answers before discussing them as a class.

Key:

1. Because they can wreak havoc across large areas and cause loss of life or damage to property.
2. Learn about the risks in your area and read the information about natural disasters on local government sites.
3. Enter all the emergency contact numbers in your mobile phone so you can call the rescue and emergency workers if necessary.
4. Your emergency supply kit should include food, water, medications, personal hygiene items, copies of personal documents and some money.
5. We need to know the evacuation routes and shelters.

Speaking

3a First, ask Ss to read each news report. T may help with the new vocabulary. Then ask Ss to match each news report to the correct picture. Have some Ss read out their answers before checking with the whole class.

Key: **1.** C **2.** B **3.** A

b First, remind Ss of the responses they practised in **GETTING STARTED**, e.g., *That's shocking!*; refer them back to this section if necessary. Now ask Ss to work in groups of three and role-play telling each other about one of the news reports in **3a**. T may go around to provide help. After finishing, T may call on some groups to do the role-play in front of the class.

4a Ask Ss what disasters often happen in their area. Elicit the answers from Ss and choose two disasters that happen the most. Divide the class into two groups; each will discuss one disaster. Ss work in pairs within each group to discuss and write down what to do before, during and after this disaster. Move around the class to help Ss if necessary.

b Now have Ss form new pairs: one student from each group above. Have Ss ask and answer questions about the things they should do in the event of each disaster they had discussed in **a**. If time allows, invite some pairs to demonstrate their conversations in front of the class.

SKILLS 2

Listening

1 Listen to the news report and correct the following statements.

1. A typhoon hit Nghe An Province early this morning.
2. Only a few people were seriously injured in the storm.
3. There wasn't any damage to property in Cua Lo, a coastal town in Nghe An.
4. The storm had not weakened when rescue workers arrived in the area.
5. According to the weather bureau, the area will be rain-free over the next few days.

2 Listen again and complete the data chart.

Type of natural disaster	Typhoon
What is this disaster?	A powerful storm with severe (1) ________ and heavy rain.
When and where did the disaster occur?	- At about 11 p.m - In Nghe An Province
What are the effects of this disaster?	- Dozens of people were seriously injured. - Hundreds of others became (2) ________. - Extensive (3) ________ was caused to property, including homes and businesses. - Heavy rain is expected to continue and (4)________ warnings have been issued.
What has been done to help the victims of the disaster?	- Rescue workers have freed people trapped in collapsed or damaged homes. - Rescue workers are clearing up the (5) ________. - Rescue equipment, as well as food and medical supplies have already been sent there. - People left homeless have been taken to safe areas. - Temporary (6)________ will be built to house them.

Writing

3 Have you or one of your family members experienced a natural disaster? Make notes about it in the table below. Alternatively, you can write about a natural disaster you have read about.

Type of natural disaster	
What is this disaster?	
When and where did the disaster occur?	
What are the effects of this disaster?	
What has been done to help the victims of the disaster?	

4a Use your notes in 3 to write a news report.





b Swap news reports with a partner and review each other's drafts. Make revisions and corrections if necessary. Then present your final news report to the class.

SKILLS 2

Listening

1 Remind Ss about listening for keywords in statements. Play the recording and ask Ss to correct the statements. Then ask two or three Ss to write their answers on the board. Play the recording again for Ss to check the answers.

Key:
1. A typhoon hit Nghe An Province last night.
2. Dozens of people were seriously injured in the storm.
3. There was extensive damage to property in Cua Lo, a coastal town in Nghe An.
4. The storm had already weakened when rescue workers arrived in the area.
5. According to the weather bureau, heavy rain will continue over the next few days.

Audio script:

Nghe An Province was badly affected again when a typhoon hit the area last night. The storm began at around 11 p.m. and raged throughout the night. Dozens of people were seriously injured and hundreds of others were left homeless. The severe winds caused extensive damage to property, including homes and businesses, particularly in Cua Lo, a coastal town in Nghe An. The storm had already weakened by the time emergency workers arrived in the area. Rescue operations have started and many people trapped in collapsed or damaged buildings have been freed. Workers are now clearing up the debris left behind by the severe storm. The government has already sent rescue equipment to Nghe An, as well as food and medical supplies. People left homeless have been taken to safe areas, where temporary accommodation will be built to house them. The weather bureau has issued flood warnings for Nghe An and nearby provinces as heavy rain is expected to continue over the next few days.

2 First, ask Ss to work in pairs to discuss the missing word for each gap from the information they have heard in **1**. Then play the recording again and allow Ss to fill the gaps as they listen. Ask Ss to share their answers in pairs before playing the recording a final time to allow pairs to check their answers. If time is limited, T may play only the sentences that include the information Ss need for their answers.

Key:

1. winds 2. homeless 3. damage 4. flood 5. debris 6. accommodation

Writing

3 Ask Ss to make notes about a natural disaster they or one of their family members have experienced in the given table. Remind them that they do not have to write full sentences and they can use abbreviations. Then, ask Ss to share their notes with their partners. T may ask some more able Ss to read out their notes to the whole class.

4a, b Set up the writing activity. Remind Ss that the first and most important thing is always to think about what they are going to write. In this case, Ss can use the chart in **3** as a model for their report. T may still need to provide some help with the language necessary for writing.

Ask Ss to write a draft report first. Then have them write their final version in class or at home, depending on time allowed. If they write in class, they can also do it in pairs or groups. T may display all or some of the reports on the wall/ board and invite other Ss to give comments. Ss edit and revise their reports as homework.

Note that the audio script provides a good model of a news report. This structure can be used to write another news report.

LOOKING BACK

Vocabulary

1 **Match the words (1-6) to their definitions (A-F).**

Words	Definitions
1. drought	A. a violent storm with very strong winds which move in a circle
2. mudslide	B. a huge wave that can destroy towns near the sea
3. flood	C. a long period when there is no rain and not enough water for people, animals and plants
4. tsunami	D. a large amount of water covering an area that is usually dry
5. tornado	E. a sudden, violent shaking of the Earth's surface
6. earthquake	F. a large amount of mud sliding down a mountain, often destroying buildings and injuring or killing people below



2 **Use the words from the box in the correct form to complete the sentences.**

scatter take evacuate put out provide

1. Emergency workers _______ the village when the river flooded the area.
2. Rescue workers are still trying to _______ the forest fires.
3. The strong winds forced the climbers to _______ shelter.
4. Many countries have _______ food and other material aid to the hurricane victims.
5. Debris from collapsed buildings was _______ across the whole area.

Grammar

3 **Decide which of the sentences can be changed to passive voice. Write them down. Explain why two of them cannot.**

1. Mr Smith will collect the tickets.
   ____
2. The students put on a play at the end of term.
   ____
3. Jim is always late for work.
   ____
4. Julie took the message.
   ____
5. A local artist painted the picture.
   ____
6. They arrived at the theatre at 8.30 p.m.
   ____

4 **Match the two parts to make complete sentences.**

1. After our plane had landed,	a. we learnt they had lost our reservation.
2. We found out the train had left	b. until I decided to study abroad.
3. When we got to the hotel,	c. before I finished eating my meal.
4. I had never really travelled	d. we waited an hour for our luggage.
5. The waiter had taken my plate	e. I noticed I had left my pass at home.
6. As I stepped onto the bus,	f. ten minutes before we got to the station.

5a **Imagine five bad things that happened to you yesterday, and write them down.**

Example:

- Someone stole my bike.
- My sister broke my computer.

....

b **Work in groups. Add time clauses to your sentences as the following examples.**

Remember to use the past perfect.

When I woke up yesterday morning, somebody had stolen my bike.

When I got home yesterday, my sister had broken my computer.

LOOKING BACK

This is the review section of the unit, so encourage Ss not to refer back to the unit pages. Instead they can use what they have learnt during the unit to help them answer the questions. That will help T and Ss see how far they have progressed, and which areas need further practice.

The questions in **Looking Back** match the **Finished! self-assessment** statements at the end of this lesson. Ss should check how well they did on each question and use that information when filling the self-assessment.

Vocabulary and Grammar

For **1**, **2**, **3** and **4**, first have Ss work independently. Then they can check their answers with a partner before discussing the answers as a class. However, tell Ss to keep a record of their original answers so they can use that information in their self-assessment.

Key:

1 **1.** C **2.** F **3.** D **4.** B **5.** A **6.** E

2 **1.** evacuated **2.** put out **3.** take **4.** provided **5.** scattered

3 **1.** The tickets will be collected (by Mr Smith).
2. A play was put on (by the students) at the end of term.
3. The sentence cannot be written in the passive because its main verb *is* is not a transitive verb.
4. The message was taken (by Julie).
5. The picture was painted by a local artist.
6. The sentence cannot be written in the passive because its main verb *arrive* is not a transitive verb.

4 **1.** d **2.** f **3.** a **4.** b **5.** c **6.** e

5a First, ask Ss to work individually writing down, or inventing five bad things that happened to them yesterday. Then allow them to share the sentences with a partner.

b Ask Ss to work in groups. Remind them to add time clauses and use the past perfect with their sentences. Then ask each student to take turns to say out their sentences to the members of their group. T may go around to provide help.

Communication

6 **Read the news headlines. In pairs, use the expressions from the box in GETING STARTED to respond to them.**

Six-year-old rescued from forest fire by pet dog	Temporary accommodation set up for volcano victims
Hundreds of homes damaged or destroyed in Haiti by tornado	One million dollars raised for typhoon victims in the Philippines so far
Earthquake survivors found under debris after ten days	Debris finally cleared by rescue teams

Example:

A: It says here that a six-year-old girl was rescued from a forest fire by her pet dog.

B: Wow! That's amazing!

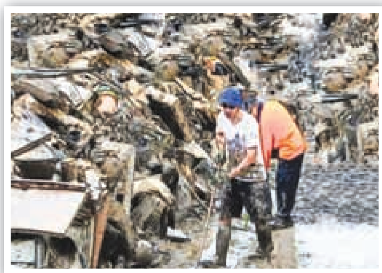
Finished! Now I can … .	✓	✓✓	✓✓✓
• use words and phrases for different types of natural disasters			
• use the past perfect tense			
• pronounce words ending in *-logy* and *-graphy* with correct stress			
• talk about what to do before, during and after a natural disaster			
• write a news report on a natural disaster			

PROJECT

A Helping Hand

1 **These are activities aiming to provide aid for victims of natural disasters. Write a phrase to describe each picture.**







1. ______________ 2. ______________ 3. ______________







4. ______________ 5. ______________ 6. ______________

2 **Work in groups. Imagine you are members of a volunteer team who are going to provide aid for the victims of a natural disaster. Work out a plan for your team.**

3 **Share your plan with other groups. Vote for the best plan.**

Communication

6 First, model this activity with a more able student. Then ask Ss to work in pairs, using the expressions from the box in **GETTING STARTED** to respond to the news headlines. T may go around to provide help. Call on some pairs to practise in front of the class.

Finished!

Finally ask Ss to complete the self-assessment. Identify any difficulties and weak areas and provide further practice.

PROJECT
A helping hand

1 Ask Ss to look at the pictures and use the phrases they have learnt in Unit 9 to describe each picture. Then allow them to share answers before checking with the whole class.

Suggested key:

1. providing (food/ medical...) supplies

2. clearing up debris

3. freeing trapped people

4. setting up temporary accommodation (for the victims of a disaster)

5. repairing houses/ buildings

6. evacuating the village/ town ... to a safe place/ area

2 Ask Ss to work in groups discussing how to work out a plan to help the victims of a natural disaster for their teams. Remind them to write their plan on a large piece of paper. If there is enough time, T may let Ss complete the project in class. Otherwise, Ss can complete the project as homework if they need more time.

3 When Ss have finished their plans, T asks them to display their plans on the wall/ board. Have the groups move around and read the plans and then vote for the best plan.

REVIEW 3 (UNITS 7 - 8 - 9)

LANGUAGE

Pronunciation

1 Mark the stress on the correct syllables in the words. Then listen and repeat.

Nepalese musical photography	athletic technology referee	economic biology Japanese	geography physical examinee

Vocabulary

2 Complete each sentence with the suitable form of the word provided.

1. Technology will probably help to ______ natural disasters.	prediction
2. ______ monuments are always great attractions for visitors and tourists.	icon
3. Floods, tsunamis, droughts are examples of ______ disasters.	nature
4. Scotland is an interesting place to visit with its rich ______.	cultural
5. The victims of the ______ village were provided with food and medicine.	flood
6. This river will soon become ______ if the people here keep dumping waste into it.	pollution

3 Match the definitions with their words.

Definition	Word
1. a very serious accident which causes a lot of death and destruction	a. a native
2. a person, plant, or animal which comes from a particular land	b. collapse
3. a substance which makes air, water, soil, etc. dirty	c. a disaster
4. what can happen to buildings in an earthquake	d. an attraction
5. a place of natural or cultural interest	e. contaminated
6. made dirty by adding poison or chemicals	f. pollutant

Grammar

4 Choose the correct answer A, B, C, or D to complete the sentences.

1. Our city ______ from different kinds of pollution: water, air and noise.
   A. is suffering B. are suffering
   C. suffer D. had suffered
2. Several tropical storms ______ our country recently.
   A. struck B. have struck C. are striking D. strike
3. The victims on the roofs of the houses ______ with food and water by the rescue team.
   A. provided B. will be provide
   C. were provided D. had provided
4. If we ______ soon, the pollution will get much worse.
   A. don't act B. didn't act
   C. will not act D. hadn't acted
5. I learnt from the news on TV that the earthquake ______ hundreds of houses.
   A. destroys B. were destroyed
   C. had destroyed D. are destroying
6. Look at your weekly schedule. Your presentation on visual pollution ______ at 9.45. Don't be late please.
   A. is starting B. starts
   C. had started D. has started

5 Use the verbs in brackets in the correct form to complete the conditional sentences.

1. If trees ______ enough water and sunlight, they ______ well. (get/ grow)
2. If today ______ Sunday, we ______ like this. (be/ not have to work)
3. If I ______ a city to visit, I ______ to San Francisco. It's my dream. (can choose/ go)
4. If we ______ soon, we ______ that forest in five years. (not act/ lose)
5. If there ______ no water and air, there ______ no life on earth. (be/ be)
6. If everybody ______ solar energy, there ______ much less pollution. (use/ be)

6 Choose the correct voice to complete the sentences.

1. Food and medical supplies *have sent/ have been sent* to the victims of the hurricane.
2. Last week, the community *organised/ was organised* several activities to raise money for the wounded in the earthquake.
3. Great Britain *makes up/ is made up* of England, Scotland and Wales.
4. Water pollution *causes/ is caused* mainly by industrial waste and sewage from households.
5. Canberra *chose/ was chosen* as the capital of Australia in 1908.
6. Urbanisation is happening so fast. Tall buildings *have replaced/ have been replaced* paddy fields and pastures.

Everyday English

7 Match the sentences in A with replies in B.

A	B
1. How's your visit to the Grand Canyon?	a. Awesome. You are helping to reduce pollution.
2. Last Sunday our group spent nearly a whole day cleaning the beach.	b. Why so?
3. Have you heard about the fire in the ABC shopping centre?	c. No. I had no idea about that.
4. Alaska and Hawaii share no borders with the other states in the USA.	d. Oh yeah! I can't believe it.
5. Look, Phong. There are two rainbows in the sky.	e. Thrilling. I've never seen such an amazing place.
6. How about organising a Clean Day for our school?	f. Good idea. How should we start?
	g. No! Was anybody hurt?

REVIEW 3 (UNITS 7 - 8 - 9)

Introduction

The aim of this review is to revise the language Ss have learnt and the skills they have practised in Units 7, 8 and 9.

Ask Ss what they have learnt so far in terms of language and skills. Summarise their answers in notes in a top corner of the board and add some more if necessary.

LANGUAGE

Pronunciation

1 Review the rules of stress in words ending in *-ic, -al, -ee, -ese, -logy,* and *-graphy* with Ss as a class. Have Ss then mark the stress independently. Play the recording. Ss listen and correct their answers. Confirm their answers. Ss listen again and repeat, in chorus and individually.

Key:

Nepa'lese	ath'letic	eco'nomic	ge'ography
'musical	tech'nology	bi'ology	'physical
pho'tography	refe'ree	Japa'nese	exami'nee

Vocabulary

2 Ask Ss to read the sentences and decide what kind of word is needed for each sentence (a noun? a verb? an adjective?...). Elicit their answers. Let Ss do the exercise independently. Ss can then share their answers with a partner. Check and write the answers on the board.

Key: **1.** predict **2.** Iconic **3.** natural **4.** culture **5.** flooded **6.** polluted

3 Ask Ss to do this exercise individually. Check Ss' answers and write the correct ones on the board.

Key: **1.** c **2.** a **3.** f **4.** b **5.** d **6.** e

Grammar

4 This exercise revises the use of present tenses, conditionals, and passive voice. Have a brief revision if necessary. Then have Ss do it individually. Ss exchange their answers and discuss if there is any difference in their answers. Check and explain each answer.

Key: **1.** A **2.** B **3.** C **4.** A **5.** C **6.** B

5 Have Ss read and decide which type of conditional is used in each sentence. Elicit their answers. Then let Ss do this exercise independently. Check and write the correct answers on the board.

Key:
1. get; will grow
2. was/ were; would not have to work
3. could choose; would go
4. don't act; will lose
5. was/ were; would be
6. used; would be

6 Ask Ss to look at the subjects and the verbs to decide if an active or a passive is needed. Have them do the exercise in pairs. Check and write the correct answers on the board.

Key: **1.** have been sent **2.** organised **3.** is made up **4.** is caused **5.** was chosen **6.** have replaced

Everyday English

7 Have Ss do this exercise in pairs. Correct their answers and ask some pairs to act out the mini dialogues.

Key: **1.** e **2.** a **3.** g **4.** b **5.** d **6.** f

SKILLS

Reading

1 Read the text and choose the correct answer A, B, C, or D for each question.

HURRICANE KATRINA

New Orleans, in Louisiana, is known as the most unique city in the United States with distinctive architecture, cross-cultural heritage and annual music festivals.

However, due to its location along the Mississippi River with lakes on the other side, and nearly half of the city below sea level, the city faces the danger of flooding. So, a levee system and drainage canals were built to protect the city.

Early in the morning of August 29, 2005, Hurricane Katrina, the most destructive natural disaster in the history of New Orleans, struck the city. The storm brought strong winds and heavy rains for several days. As a result, water from the river and lakes rose, breaking the levees and poured directly into the city. Soon 80 percent of the city was under the water. People scrambled to rooftops for safety, desperate for food and drinking water. The winds were so strong that even beds in Hyatt Hotel were seen flying out of the hotel windows. The loss was **tremendous**. Most of the major roads and bridges were destroyed, and houses collapsed. Nearly 2,000 people were killed. After the storm, several natural grounds for the breeding and migrating of different species of animals and birds were **permanently** lost.

1. New Orleans is famous for ______.
   A. its modern architecture B. its cross-cultural heritage
   C. its Mississippi River D. its location
2. Which statement is NOT correct about New Orleans?
   A. It lies between the Mississippi River and lakes.
   B. One of its attractions is its annual music festivals.
   C. The city is surrounded by water.
   D. Most of the city is below sea level.
3. Which one is NOT mentioned as being damaged by Hurricane Katrina?
   A. Distinctive architecture B. The levee system
   C. Major roads D. Houses
4. The word 'tremendous' means ______.
   A. puzzling B. huge C. unique D. legendary
5. The word 'permanently' is similar to ______.
   A. temporarily B. partially C. forever D. rarely

Speaking

2 Work in pairs. Choose one of the topics and make a short conversation.

Topics

1. A place in English speaking countries you would like to visit.
2. An English speaking country which has a close relationship with Viet Nam.
3. A type of disaster which frequently attacks your area.
4. A type of natural disaster which threatens areas along the coast.
5. A human activity which increases pollution.

Example:

Topic: The most serious type of pollution in your area.

A: What is the most serious type of pollution in your area?
B: Visual pollution.
A: Can you give an example?
B: Sure. People stick advertisements on walls.
A: Can you do anything to reduce it?
B: Not much. Once we tear off one advertisement, there will be more of them.
A: Oh! That's terrible!

Listening

3 Listen to Nguyen talking with his friend Phong, who has just come back from a visit to Singapore and decide if the sentences are true (T) or false (F).

		T	F
1.	Phong was told of some environmental rules before he started his tour.		
2.	People would be fined if they littered.		
3.	Officers on duty can easily be recognised.		
4.	You would have to pay $500 if you spat out chewing gum in the street.		
5.	Singapore uses the radio to tell people what they shouldn't do in public.		
6.	Both the school and the family are responsible for teaching children how to behave in society.		

Writing

4 The school is organising FIGHT POLLUTION DAY to raise students' awareness of the dangers of pollution. Choose one activity you would like your friend to participate in and write to him/ her introducing it.

Saturday, April 4

Activity	Time	Place	Job description
Community work	8.30 - 12.00	In neighbourhoods of the community	Pick up trash Clear ponds and streams Sort trash for recycling
Poster designing	whole day	At school library	Preparation: take pictures of polluted places in the neighbourhood Design posters warning people of the dangers of pollution and call for action to protect the environment.
Greenisation	8.00 - 12.00	In community park and along the sides of community paths	Plant trees and flowers, water them and set up fences to protect them
Talks	9.00 - 10.00 4.00 - 5.00	Three residential areas in the community	Public presentations about what to do to create a pollution-free area

SKILLS

Reading

1 Ss read the text and answer the questions independently. Ss compare their answers with a partner before giving them to T. Have Ss explain where they got the answers from in the text.

Key: **1.** B **2.** D **3.** A **4.** B **5.** C

Speaking

2 The focus of this speaking exercise is on fluency. Let Ss work in pairs to choose their topic and think about their questions and answers. Remind them to use expressions they have learnt from the conversations in **GETTING STARTED** to respond in a natural way to what they hear. They then practise between themselves. Ss in pairs act out their conversations in front of the class.

Listening

3 Ask Ss to read the statements carefully first. T then plays the recording. Ss listen and decide if the statements are true or false. Write Ss' answers on the board. Don't confirm their answers at this stage. Have Ss listen again and check their own answers. Correct their answers.

Key: **1.** T **2.** T **3.** F **4.** F **5.** F **6.** T

Audio script:

Nguyen: Is Singapore really as clean as it's advertised?

Phong: Yes, it is.

Nguyen: How can they do that?

Phong: They have a very strict policy on keeping the environment clean. Before we started our tour, the tour guide warned us that we could be fined or arrested for spitting or littering.

Nguyen: But how would they know?

Phong: There are hundreds of officers in plain clothes. Their job is to blend into the crowd and spot anyone who breaks the law.

Nguyen: What would happen if you did break the law?

Phong: Well, for example, if you spat out your chewing gum in the street, you would be fined two hundred dollars.

Nguyen: Really? But how could you know about it?

Phong: There are posters in public places to tell people what they should or shouldn't do.

Nguyen: That's a good idea.

Phong: And from a young age, children are taught how to behave at school and in the family.

Nguyen: Habits start early, right?

Phong: Yes. Once you've learnt them, they become lifetime habits.

Writing

4 First, have Ss read to understand the schedule of the Fight Pollution Day. They then choose the activity they would like their friend to participate in and write to him/ her to introduce it. Remind Ss that they can use the present simple to talk about practical aspects of an event in the future. For example:

The event takes place on Saturday, 4 April.

The event starts at 8.30 and finishes at 12.00.

We pick up trash and sort it for recycling.

T can call on a student to write his/ her letter on the board. Other Ss and T comment on it. Ss then refer back to their own work and see if they want to make any changes. Collect some work to correct at home.

Unit 10 COMMUNICATION

THIS UNIT INCLUDES:

VOCABULARY
Communication forms and communication technology

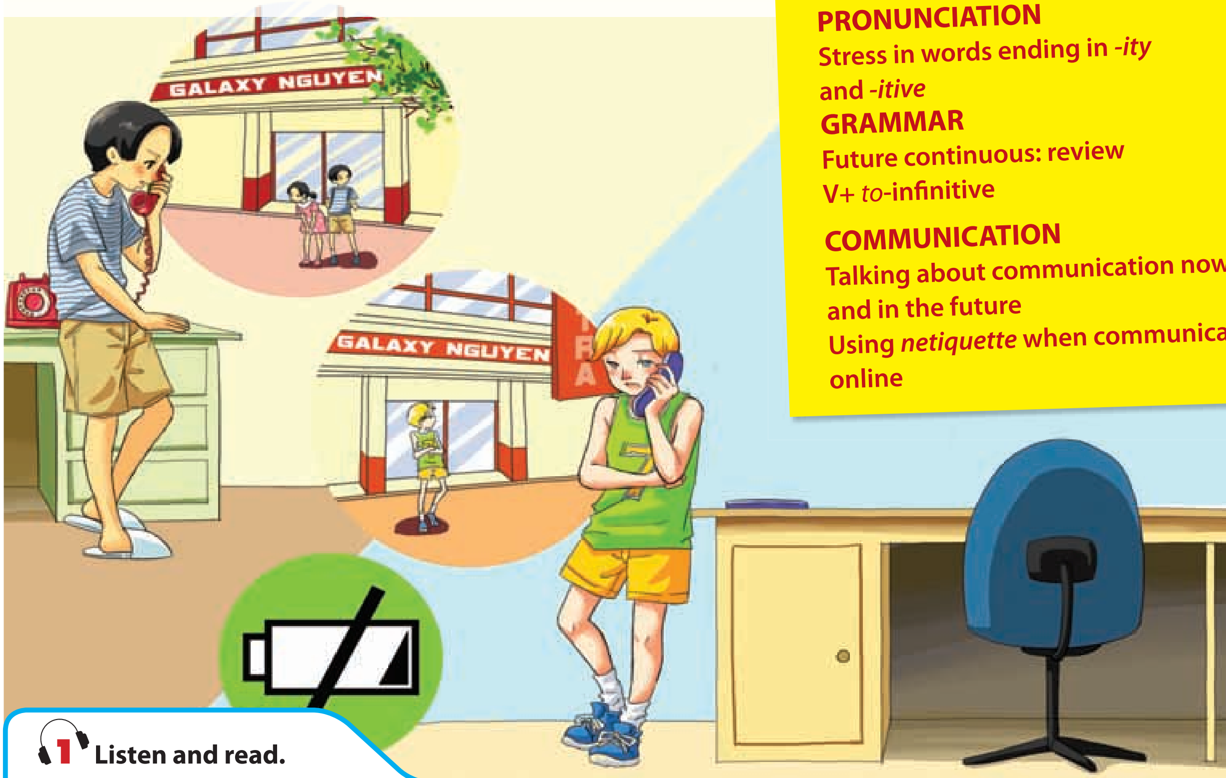
PRONUNCIATION
Stress in words ending in *-ity* and *-itive*

GRAMMAR
Future continuous: review
V+ *to*-infinitive

COMMUNICATION
Talking about communication now and in the future
Using *netiquette* when communicating online

GETTING STARTED

My battery was flat.



1 Listen and read.

Phuc: Hi Nick. What happened today? We were waiting for ages and you never showed up!

Nick: Hi Phuc. Well I wanted to ask you the same question.

Phuc: Why? We planned to meet outside the cinema, didn't we? We waited and then Mai decided to go in without you. She didn't want to miss the start of *Frozen* you know. Did you oversleep or something?

Nick: No, I was there on time, and it was me who waited for you two.

Phuc: Are you kidding? We didn't see you there. We tried to call you but couldn't get through.

Nick: I couldn't call you either. My battery was flat.

Phuc: Never mind. We can try again. How about this Sunday afternoon at 2.30 p.m.? There's *Superman 3*.

Nick: Great ..., but I'll be having my Vietnamese class then. Let's go for the 4.15 p.m. show. I'll need to take the bus to Nguyen Du Street and it's quite far.

Phuc: But it's not Galaxy Nguyen Du! We'll be seeing it at Galaxy Nguyen Trai ... Wait ... Which cinema did you go to today?

Nick: Oh no, I went to Galaxy Nguyen Du. I wish my mobile phone had a better battery!

Objectives:

By the end of this unit, students can:

- pronounce the words ending in *-ity* and *-itive* correctly in isolation and in context
- use lexical items related to the topic 'Communication'
- use some verbs that are followed by *to*-infinitive
- read for general and specific information about communication in the future
- talk about communication now and in the future
- listen for general and specific information about netiquette
- write an email using netiquette

GETTING STARTED
My battery was flat.

Introduction

Before starting this unit, do a quick whole-class activity to review the past perfect learnt in Unit 9. For example, write two sentences on the board and ask Ss to change them into one sentence using past perfect.

I missed the school bus. I was annoyed.

(I was annoyed, as I had missed the school bus. / I had missed the school bus so I was annoyed.)

Now start the new lesson. T can prepare one of these lead-ins for this unit.

1) Prepare two photos: one of people talking to each other face-to-face using verbal language, gestures, facial expressions, body language etc, and one of people communicating with animals. Ask Ss to guess the topic of this unit. Once Ss have got the answer, ask them to work in pairs to list down as many ideas as they can about how people communicate.

2) Bring your mobile phone into the class. Elicit the phone's functions from Ss and write them on the board. Then discuss with Ss which functions are helpful for communicating, and which functions are not. Ask Ss to explain their choice.

1 Ask Ss to open their books and look at the pictures but cover the conversation. Introduce Phuc and Nick talking on...; the phone and the other pictures of Phuc, Mai, and Nick. Brainstorm questions with Ss and write them on the board. Questions may include:

What do you think Phuc and Nick are talking about on the phone?

Where are Mai and Phuc in the first picture?

What are they doing there?

Where is Nick in the second picture? What is he doing there?

What is it in the third picture? What does it mean?

What is a possible connection between pictures 1, 2 and 3?

Accept all possible answers from Ss. Remember not to give correction at this stage.

For a more able class and if time allows, ask Ss to work in pairs to build a story based on the pictures. Have Ss report their stories. Accept all versions.

Tell Ss they are going to listen to the conversation between Phuc and Nick. Play the recording. Elicit the connection between the pictures. Were their earlier guesses correct?

a **Find words or phrases in the conversation that mean:**

1. to wait for a very long time
2. to arrive
3. to succeed in talking to someone on the phone
4. "My battery had no electrical power left."
5. "Are you making a joke?"
6. "Let's do that again."

b **Decide if the statements are true (T) or false (F).**

		T	F
1.	Phuc, Mai and Nick wanted to see a film today at *Galaxy* cinema.	☐	☐
2.	Only Mai and Phuc watched the film.	☐	☐
3.	Nick was asleep at home at that time.	☐	☐
4.	Mai and Phuc could not reach Nick on the phone.	☐	☐
5.	Nick went to the wrong *Galaxy* cinema.	☐	☐
6.	Nick will not be able to go to the cinema at 2.30 p.m. this Sunday because he will be having a class.	☐	☐

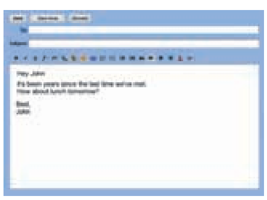
c **Why couldn't Phuc, Mai, and Nick see the film together as was their plan? What was the problem? Was it *only* because of Nick's mobile phone?**

2 **Match the words/ phrases with the photos about ways of communication. Then listen to check your answers.**

using social media	emailing
meeting face-to-face (F2F)	video chatting
having a video conference	using telepathy
sending letters (snail mail)	



1. ________________



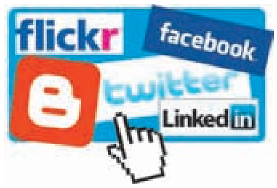
2. ________________



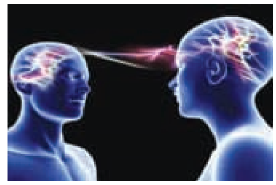
3. ________________



4. ________________



5. ________________



6. ________________



7. ________________

3 **Fill the gaps with the correct form of the words/ phrases from the box in 2.**

1. ________ including Facebook, YouTube, etc. as a means of communication has become very popular among young people.
2. Our group has worked online the whole time! Now let's ________!
3. If you want to write to a friend in another country, ________ is a faster and cheaper way than ________.
4. ________ is a way to communicate instantly by thought.
5. In the future, maybe voice calls will disappear. We will use ________ to talk to and see a friend at the same time.
6. We should ________ this week. Kate will be able to join us from Hong Kong, and perhaps Tim from England too.

Look out!

These nouns can be used as verbs.
Can you add more words to the list?

email → to email; emailing
conference → to conference; conferencing
text → to text; texting



4 GAME

In groups, brainstorm all the different ways you have communicated so far today. The person with the most ideas is the winner.

a Tell Ss they can uncover the text. Play the recording again. Have Ss work individually then in pairs to find the words/ phrases.

Key:

1. wait for ages	**2.** show up	**3.** get through
4. 'My battery was flat.'	**5.** 'Are you kidding?'	**6.** 'We can try again.'

If time allows, encourage Ss to explain the words/ phrases in the conversation. For example, Ss may say 'Phuc is saying 'We were waiting for ages' and this means he and Mai had to wait for Nick for a very long time.'

b Have Ss work individually then in pairs to compare answers with each other. Correct the task as a class and encourage Ss to explain for both T and F options.

Key:

1. T	**2.** T	**3.** F (Nick was waiting outside the wrong cinema.)
4. T	**5.** T	**6.** T

c Ask Ss to work in groups of three or four and discuss the questions. For a more able class, ask the groups to play the roles of Phuc, Mai, and Nick. What would they do if they were them?

Key:

They couldn't see the film together because Nick went to the wrong cinema. They didn't communicate clearly the name and address of the cinema beforehand. Then they were not able to contact each other because the battery of Nick's mobile phone was flat.

2 Ss work in pairs to complete this task. After they have finished, go through each item as a whole class. Ask Ss to further explain the meaning of the words/ phrases in the box, and/or how they work. Allow Ss to use Vietnamese if necessary.

Key:

1. having a video conference	**2.** emailing	**3.** video chatting	**4.** meeting face-to-face (F2F)
5. using social media	**6.** using telepathy		**7.** sending letters (snail mail)

If there is time, ask Ss to work in pairs to tell each other if they have ever used these ways of communication.

3 Draw Ss' attention to the words/ phrases from the word box in **2** again. Tell them to do this task by first underlining the cues in each item. Also remind Ss to consider the part of speech of the missing words (where applicable). Explain the **Look out!** box.

Key:

1. Using social media	**2.** meet face-to-face	**3.** emailing; sending letters/ snail mail
4. Using telepathy	**5.** video chatting	**6.** have a video conference

4 Ss work in groups. Set a time limit and ask Ss to write down as many different ways they have communicated so far today as they can. The person with the most ideas is the winner.

Alternatively, this can be a competition between groups where they collect information from each member and collate it to find the winning group with the most communication ways.

A CLOSER LOOK 1

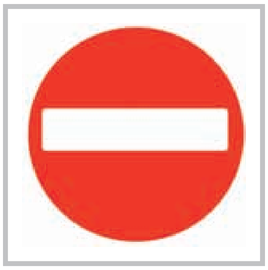
Vocabulary

1 **Choose words/ phrases from the box to describe the photos about other ways of communication.**

communicating non-verbally with animals	
leaving a note	
using codes	sending flowers
using signs	painting a picture
using body language	using music



1. ____________



2. ____________



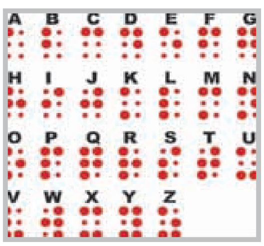
3. ____________



4. ____________



5. ____________



6. ____________



7. ____________



8. ____________

2 **Communication technology. Match the words with the definitions.**

1. chat room	a. An online discussion group in which you can leave messages or post questions.
2. multimedia	b. A phone that uses a telephone line for transmission.
3. landline phone	c. A device with a touchscreen with functions similar to a computer, a digital camera, and a GPS device, in addition to a phone.
4. smart phone	d. People join this Internet area to communicate online. The conversations are sent immediately and are visible to everyone there.
5. message board	e. Multiple forms of communication on a computer including sounds, videos, video-conferencing, graphics, and texts.

3 **Complete the diagram with the communication examples you have learnt so far. Some can be put in more than one category. Can you add more ideas?**

Forms of communication
- Verbal: meeting F2F
- Non-verbal: using signs
- Multimedia: texting

4 **Debate. Choose one or more pairs of ways of communicating. Which one is better? Why?**

email	vs	snail mail
video conference	vs	F2F meeting
mobile phone	vs	landline phone
message board	vs	F2F discussion group

A CLOSER LOOK 1

Vocabulary

1 Ss work individually first then in pairs. Encourage them to describe how the communication happens in each picture.

For a more able class, ask Ss to describe how each way of communication is different from the others.

Key:

1. using music	**2.** using signs	**3.** leaving a note
4. painting a picture	**5.** communicating non-verbally with animals	
6. using codes	**7.** sending flowers	**8.** using body language

If time allows, after giving feedback, T may share with the class if he/ she has any experience of these ways of communication. Tell Ss when you did that, why, how, and how you felt about the experience. Ask Ss to do the same in pairs or as a whole class.

2 If it is possible, prepare some photos of the technology mentioned. If you have a computer connected to the Internet in the classroom, go online and show Ss an example of how these communication channels work, especially a chat room and a message board.

Some useful websites (for learning and teaching English):

Chat room:

https://www.englishclub.com/esl-chat/
http://www.tolearnenglish.com/chat.php
http://www.learnenglish.de/englishchat.html

Message board:

http://www.bbc.co.uk/dna/mble/home
http://forum.wordreference.com/forumdisplay.php?f=6
http://www.usingenglish.com/forum/forums/3-Learning-English

Ss then work individually or in pairs to complete the exercise. Similar to exercise **1**, after giving corrections, T can share with Ss some of their own experiences of using these technologies.

Key: **1.** d **2.** e **3.** b **4.** c **5.** a

3 This task can be done in groups where Ss discuss and write down their ideas. Encourage Ss to think of all communication forms they have learnt, or the ones they know, and put them in the correct categories.

4 T can arrange a debate where two teams compete with each other. Each team is assigned one form of communication. The rest of the class will be the audience. The two competing teams have to try every way possible to convince the audience their communication form is better. Then the audience will decide which team is the winner.

For a less able class where debating might be too challenging, this can be done as pair work. Ss discuss each of the communication pairs and decide which one is better. Tell Ss they will need to think about both the advantages and the disadvantages. Back as a class, elicit some ideas from pairs of Ss, or ask for a show of hands about which mode of communication is better. Then elicit why.

Pronunciation

Stress in words ending in *-ity* and *-itive*

For words ending *-ity* and *-itive,* place the stress on the syllable before the suffix.

Example:

oppor'tunity

She got the opportunity to see *Frozen*.

'positive

His answer is positive! Great!



5 **Mark the stress for the following words, then listen and repeat.**

1. competitive
2. infinitive
3. repetitive
4. positive
5. ability
6. possibility
7. curiosity
8. nationality

6 **Fill the gaps with the words in 5 and practise saying the sentences. Then listen and check.**

1. What's his ________? - He's Japanese.
2. Try not to use this word too often otherwise your text will become ________.
3. Sport can be either ________ or non-competitive.
4. There's a good ________ that they will win.
5. Her dancing ________ is impressive!

A CLOSER LOOK 2

Grammar

Future continuous: review

1 **Listen again to part of the conversation in GETTING STARTED. Underline the future continuous tense and answer the questions.**

Phuc: … How about this Sunday afternoon at 2.30 p.m.? There's *Superman 3*.

Nick: Great…, but I'll be having my Vietnamese class then. Let's go for the 4.15 p.m. show. I'll need to take the bus to Nguyen Du Street and it's quite far.

Phuc: But it's not Galaxy Nguyen Du! We'll be seeing it at Galaxy Nguyen Trai ...

1. What will Nick be doing at 2.30 p.m. this Sunday?
2. What will Phuc and Nick be doing at about 4.15 p.m. this Sunday?

Review

We use the future continuous tense to express being in the process of doing something at a specific time in the future.

Example:

Tonight at 8.30 p.m. Mai will be watching *Frozen* again at home. She loves it!

(She will be in the process of watching the film at 8.30 p.m.)

2 **Complete the sentences with the future continuous.**

1. ________ he still (sleep) ________ this time tomorrow? - No, he (study) ________ in the library.
2. She's now in Ho Chi Minh City but she (have) ________ a holiday in Da Nang at the end of this month.
3. They (eat) ________ dinner at 8 p.m.
4. ________ she (stay) ________ in her classroom during the break today? - Yes, she (write) ________ an email to her friend.
5. Mona says the children (play) ________ in the garden when you arrive.
6. This time next year Phuc (learn) ________ a new language.



Look out!

We often include a specific time when using the future continuous.

Pronunciation

Stress in words ending in *-ity* and *-itive*

Ask Ss to cover the pronunciation box. Write the words 'opportunity' and 'positive' on the board. Ask Ss to read them aloud and try to identify which syllable is stressed. Find two more words ending with the suffixes *-ity* and *-itive*. Ask Ss to say them aloud. Then elicit the pronunciation rule with the class. Have Ss read the pronunciation box and check if their rule is correct.

5 Ss work individually then in pairs to compare their answers. Tell Ss to mark the word stress. Play the recording and have Ss check the answers. Have Ss practise these words.

Key:				
	1. com'petitive	**2.** in'finitive	**3.** re'petitive	**4.** 'positive
	5. a'bility	**6.** possi'bility	**7.** curi'osity	**8.** natio'nality

6 Ss work individually then compare the answers with their partners. Play the recording for Ss to check. Allow them plenty of time to practise these sentences with correct stress.

Key: **1.** nationality **2.** repetitive **3.** competitive **4.** possibility **5.** ability

Audio script:

1. What's his nationality? - He's Japanese.
2. Try not to use this word too often otherwise your text will become repetitive.
3. Sport can be either competitive or non-competitive.
4. There's a good possibility that they will win.
5. Her dancing ability is impressive!

If time allows, ask Ss to make their own sentences with these words and read them aloud to their partners.

A CLOSER LOOK 2

Grammar

Future continuous: review

1 Remind Ss of the conversation in **GETTING STARTED:** how Phuc, Mai and Nick planned to see a film together but Nick went to the wrong cinema and they were not able to contact each other. Ask Ss what Phuc and Nick decided on the phone about how they would try it again this Sunday afternoon.

Write '2.30 p.m. show' and '4.15 p.m. show' on the board. Ask Ss if they remember which show Phuc and Nick chose and why.

Play the recording and ask Ss to answer the two questions.

Key:

1. He will be having his Vietnamese class. **2.** They will be watching a film at the cinema.

Then draw Ss' attention to the **Review** box. Write different times of the day on the board (e.g. 7 a.m., 10 a.m., 12 p.m., etc.) and ask Ss to work in pairs to tell each other what they will be doing at these times tomorrow.

2 Draw Ss' attention to the **Look out**! box. Then ask them to underline the specific time expression in each item. Ss work individually then in pairs to compare their answers.

Key:		
	1. Will he still be sleeping; will be studying	**4.** Will she be staying; will be writing
	2. will be having	**5.** will be playing
	3. will be eating	**6.** will be learning

3 **Look at the years provided. Work in groups to predict when the following may happen in the future. Then compare your answers with other groups.**

2030 2214 2114

1. We won't be using landline telephones in ________.
2. We will still be sending snail mail in ________.
3. We will be communicating with telepathy devices in ________.
4. We will still be using art to communicate in ________.
5. We won't be working F2F any more in ________.
6. We will be using signs in ________, but the signs will be more interactive.





Verb + *to*-infinitive

4 **Look at the conversation in GETTING STARTED again and write down all the verbs that are followed by *to*-infinitive that you can find.**

Example:

I also wanted to call you
→ want to call

Verbs + *to*-infinitive

If we want to follow a verb with another action, we must use either a gerund (Unit 1) or an infinitive.

Example:

They <u>want to see</u> *Superman 3* this Sunday.

Some common verbs followed by *to*-infinitive

- Verbs of thinking: *choose, decide, plan*
- Verbs of feeling: *love, hate, prefer*
- Other verbs: *try, want, need*

Watch out!

Some verbs such as **love, hate, prefer** can be followed by both a gerund and *to*-infinitive without significant change in meaning.

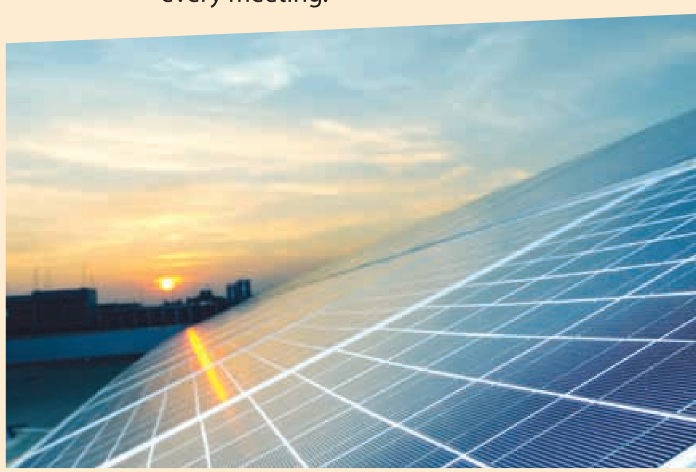


5 **Choose the best answer.**

1. We've decided ________ in Ho Chi Minh City for three more days.
   a. stay b. staying c. to stay
2. Do you want ________ a mobile phone battery that uses solar energy?
   a. having b. to have c. has
3. They chose ________ the bus there.
   a. to take b. will take c. taking
4. I tried ________ you lots of times but couldn't get through.
   a. called b. call c. to call
5. I think in the future many people will prefer ________ by using social media.
   a. to communicate b. will communicate c. communicate

6 **The Dream List. Imagine we are in the year 2050. Work in pairs and select three ways of communication that you think will be most common. Then make the list longer by sharing your ideas with another pair using full sentences.**

Example: We'll be using video conferencing in every meeting.



3 Have Ss work in groups to decide which year to put in the gaps. Then go through each sentence with Ss, asking each group to call out their choice. If there is any difference in the answers among the groups, ask them for an explanation for their particular choice.

Verb + *to*-infinitive

4 Ss work individually to complete the task. Write on the board:

I also wanted to call you → want to do something

Ask some volunteers to write the rest on the board in a similar way.

Tell Ss to look at the **Watch out!** box.

Provide the list of common verbs followed by *to*-infinitive. Ask Ss if they know any other verbs that are followed by *to*-infinitive.

Remind Ss that some verbs such as *love, hate, prefer* can be followed by both a gerund or *to*-infinitive without significant change in meaning.

Tell Ss they may want to look at Unit 1 again for more verbs that can be followed with both a gerund and *to*-infinitive.

If time allows, ask Ss to practise making sentences with these verbs.

5 Ss work individually then in pairs to compare their answers.

Key:	1. c	2. b	3. a	4. c	5. a

6 Remind Ss of the different ways of communicating from the beginning of the unit. Draw their attention to the time expression (year 2050) and ask them which verb tense should be used. Give an example if necessary. Then Ss work in pairs and share their ideas with other pairs to make a "Dream List". If it is possible, this task can be done as a mingle activity where one pair has to talk to at least three other pairs. Remind them to use full sentences.

COMMUNICATION

Communication breakdown

Extra vocabulary

language barrier
cultural difference
communication channel
shrug (shoulders)
glance

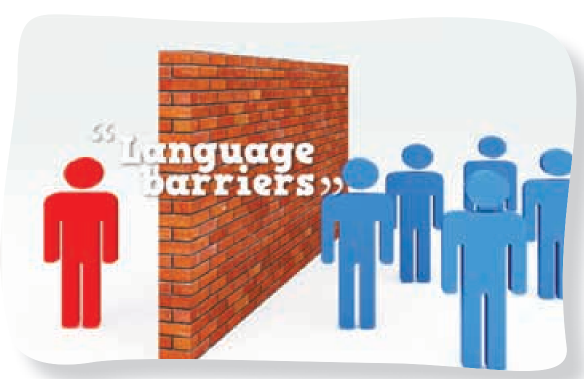
1 **Match the following possible reasons for communication breakdown with the examples. Can you add in some more reasons and examples?**

A. language barrier

B. cultural differences

C. a lack of communication channels

1. *Woman:* If you go down the corridor, you will see a sign saying *Entrée* ...
   Man: What does *Entrée* mean? I'm afraid I don't understand.
2. In Sweden people call each other by their first names and this does not mean a lack of respect.
3. I can't contact him by mobile phone – the network signal is so weak here.
4. We haven't heard from him. It takes several weeks for the post to arrive in that area.
5. What is he texting here? I can't understand this crazy shorthand!
6. In some countries, yellow roses mean happiness and friendship, but in Russia, if you send someone yellow roses it means a separation.



Look out!

Communication breakdown means a lack of communication or a failure to exchange information.



2 **If you don't understand body language, communication breakdown may happen. Match the body language with the meaning. Add more examples if you can.**



1. You shrug your shoulders.



2. Your hands are on your hips.



3. You glance at your watch.



4. You give a big smile.



5. You raise your fists.

a. 'I'm angry.'
b. 'I'm happy.'
c. 'I don't know.'
d. 'It's wonderful! I'm so excited!'
e. 'Sorry, I need to go now.'

3 **Using abbreviations for online chatting and texting is not always easy to understand. Can you decode the following sentences written in texting/ chatting style without looking at the cues?**

1. Where r u? We r @ Lotte on 2/F.
2. I'll b 5 mins late. CUS.
3. Wanna c a movie this wkd?
4. Pls call me rite bck. Thx.
5. Hi! Wot R U doin 2nite?
6. Did u c it? LOL.

Wot: What
thx: thanks
pls: please
rite: right
LOL: Laugh out loud
CUS: See you soon

4 **Ideas Bank. Work in groups. For each communication breakdown mentioned in 1, think of a future technology idea that will help avoid it. Share your ideas with the class.**

Example: Language barrier:
We will use an app on a smartphone to automatically translate what we are saying into the language of the listener.

COMMUNICATION
Communication breakdown

Introduction

First have Ss guess what they think *communication breakdown* means. Refer to the **Look out**! box. Remind Ss of what happened in the conversation in **GETTING STARTED**. Ask Ss why they think this communication breakdown happened and how to avoid it. T can share with Ss an experience of communication breakdown that T has had.

Then go through the **Extra vocabulary** box with Ss. Give examples to further explain each word where needed.

1 Do the first item with Ss. Then Ss work in pairs to complete this task. Once they have finished, encourage them to add in some more reasons and examples.

Key:
1. A **2.** B **3.** C **4.** C **5.** A **6.** B

2 Elicit from Ss what body language is. Explain that understanding body language can help people avoid communication breakdown. T may give an example and ask Ss to guess what T is trying to say.

Ask Ss to cover the sentences and just to look at the pictures. In pairs Ss work out the messages from the pictures. Then Ss can uncover the sentences and do the matching.

Confirm the correct answers.

If time allows, ask Ss if they have ever used these body communication ways before. Ask them to add more examples and demonstrate these for the class to guess their meaning.

Key: **1.** c **2.** a **3.** e **4.** b **5.** d

3 Write on the board some of the language for online communication learnt in Unit 1 and ask Ss if they can read them in the full form. Explain that using abbreviations for online chatting and texting is not always easy to understand. Ss then work in pairs to complete this task.

If time allows, ask Ss to add more online communication shorthand that they know and write a short message to their partner using this language.

Key:
1. Where are you? We are at Lotte on the second floor.
2. I'll be 5 minutes late. See you soon.
3. Do you want to see a movie this weekend?
4. Please call me right back. Thanks.
5. Hi! What are you doing tonight?
6. Did you see it? Laugh out loud!

4 Ss work in groups to make their group's Ideas Bank by discussing a *technology solution* that will help people avoid the communication breakdown mentioned in **1**. The groups then make a short presentation of their ideas to share with the class to make a big Ideas Bank.

SKILLS 1

Reading

1 **Look at the letters the children from Viet Nam and Sweden sent to each other in a penfriend project. Why do you think they chose this way to communicate with each other?**



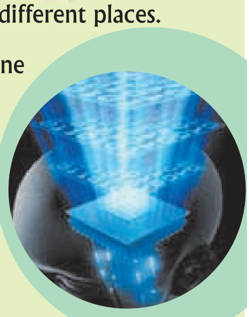
2 **Read the text.**

COMMUNICATION IN THE FUTURE: WHAT IS THERE FOR US?



About fifty students in two schools in Ha Noi, Viet Nam and Umeå, Sweden have been exchanging letters in a penfriend project since 2013. 'I love to write. You can even stick something on the letter, like this tiny sweet!' said Linh, from Ha Noi about the project. From the Sweden end, Anders said, 'It's so nice to open and read real letters!' But will this be our future communication? It's said that in a couple of decades we'll be using telepathy and holography.

Telepathy uses a tiny device placed into our head. Information will be sent and received directly to and from our brains. We'll be communicating just by thought over the network! Holography, a video-conference technology with three-dimensional images, will help us interact in real time in completely different places.



Impressed? Maybe, but not everyone thinks the cyberworld will replace the real world. Like the children in the penfriend project, I prefer to chat with my friends over a cup of tea and enjoy their company - life is more meaningful that way!

Look at the highlighted words and match them with their meanings.

1. immediately, without delay
2. to communicate with or react to
3. the opposite of a flat image
4. the digital world
5. a system of connected parts to share information

3 **Answer the following questions.**

1. What do the students like about the penfriend project?
2. What are the two ways of future communication mentioned in the text? Explain how they work.
3. Do you think the writer is happy with this future of communication? How do you know?

Speaking

4 **In small groups, decide whether you agree with the author of this text. Why/Why not? Share your ideas with the class.**



5 **Class survey. What ways of communication do you use for the following purposes now and what will they be in the year 2030?**

Purpose	At present	In the year 2030
1. working on a group project	*I (use)...*	*I'll be (using)...*
2. keeping in touch with a friend who lives far away		
3. contacting friends to meet to see a film		
4. asking your teacher something that you didn't understand in the lesson		
5. letting your parents know you want to say sorry		
6. showing love to your pet		

SKILLS 1

Reading

1 Ask Ss when was the last time they sent somebody a real letter, to whom, and on what occasion. Then ask Ss to look at the photos. Explain that these are the letters Ss from two schools in Viet Nam and Sweden sent to each other in a penfriend project. Ask Ss to brainstorm the reasons why they think these Ss chose this way to communicate with each other.

Then ask Ss what they think is happening in the two other photos in the text in **2**.

2 Ss read the text quickly for the first time. Ask them to pay attention to the highlighted words and do the matching task.

Key:

1. in real time **2.** interact **3.** three-dimensional images **4.** cyberworld **5.** network

3 Ss try to find the answers individually first then compare the answers in pairs. Once they have agreed on the answers they can practise asking and answering the questions with each other.

Key:

1. They love to write and read real letters. One student likes to send sweets with the letters as well.

2. They are telepathy and holography. Telepathy uses a tiny device in our head to communicate by thought over the network. Holography gives three-dimensional images and we will be able to interact with each other in real time.

3. She prefers to use real, face-to-face communication because she thinks this makes life more interesting.

Speaking

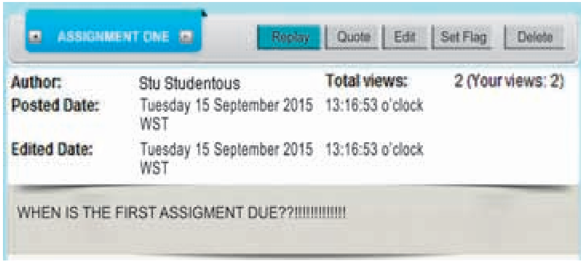
4 First ask Ss where in the text the author's opinion is expressed. Then they work in pairs or small groups to tell each other if they agree with the author's opinion or not, and explain why. Then call on some pairs/groups to share what they have discussed.

5 This can be done as a mingle activity where Ss stand up and talk to different classmates to complete the survey. Otherwise, Ss can do it in groups of five or six where each member completes the survey himself/herself and shares it with the group. The group leader will then report to the class either the ways of communication that are most mentioned or the ways of communication that the group likes best.

Listening

Netiquette

1 **Look at the way this message is posted on an e-learning message board. Can you find any problems with it?**



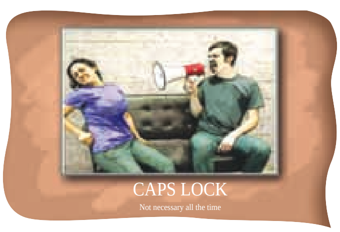
CAPS LOCK: a function that turns all letters into capital form

2 **Listen to this interview between a *4Teen* magazine reporter and Dr Minh Vu about netiquette and answer the questions.**

1. What is 'netiquette'?
2. What is the main rule of netiquette?
3. Besides the content of what we're communicating, what else should we pay attention to?

3 **Listen again to the interview and complete the following grid.**

	Should	Shouldn't	Why/Why not?
1. use CAPS LOCK in emails, posts, and comments			
2. check your email for mistakes or errors			
3. use a lot of shorthand			
4. respect discussion rules and use polite language			



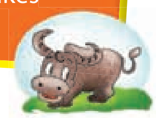
4 **Look at the message in 1. Work with a partner to improve it with the netiquette you have learnt so far.**

Writing

Writing an email using netiquette

REMEMBER!

- Always check that you've completed the Subject line and/ or have included the attachment
- An email to a senior person should be more formal than to a friend
- Keep the message short and accurate
- Always check your work for mistakes



5 **Put the following parts in their correct place to make an email.**

a. Thank you very much.
b. Please find attached my essay for week 5.
c. Essay submission week 5
d. Best regards,
e. My name is Vu Minh Duc, and I am your student from class 8A.
f. Dear Teacher,



6 **Write a short email to your teacher to submit your group homework for this week. Check if you have used the netiquette learnt.**



SKILLS 2

Listening

Netiquette

1 Ask Ss to look at the message board. Ask them who posted the message and who they think the message is for. Ask them to try to identify what problems in terms of communication politeness they think the message has.

2 Write on the board 'netiquette' and ask Ss what they think it means. Explain they are going to listen to a researcher talking about the way we communicate online. Explain CAPS LOCK in the box if necessary.

Have Ss look at the questions first. Encourage them to give some answers. Then play the recording. Ss work individually then in pairs to compare their answers.

Key: **1.** The word is a combination of 'net' and 'etiquette'. It's a set of rules for behaving properly online.
2. Don't say and do unpleasant things online, just like in real life.
3. It's *how* we communicate with each other online.

Play the recording again if necessary.

3 Before playing the recording again, first ask Ss to look at the grid and try to complete it with as much information from the recording as they can remember. Elicit the answers from Ss. If their answers are correct, move to the next activity. Otherwise, play the recording again.

Key:

	Should	Shouldn't	Why/Why not?
1. Use CAPS LOCK in emails, posts, and comments		✓	It looks like you are shouting at people.
2. Check your email for mistakes or errors	✓		It shows respect for your reader.
3. Use a lot of shorthand		✓	This may confuse your reader.
4. Respect discussion rules and use polite language	✓		People may not know who you are but you're judged by the quality of your writing.

Audio script:

Reporter: Dr Minh Vu, what exactly is 'netiquette'?
Dr Minh Vu: The word is a combination of 'net' and 'etiquette'. It's a set of rules for behaving properly online.
Reporter: Could you tell us the main rule of netiquette?
Dr Minh Vu: Remember that the people we're communicating with online are real people. Don't say and do unpleasant things online, just like in real life.
Reporter: But sometimes perhaps it's not *what* we communicate, but *how* we communicate…?
Dr Minh Vu: Absolutely. For example, if you write emails, or post comments using CAPS LOCK, this means you are shouting at people!
Reporter: Of course it's not polite at all. What else should we do when sending emails?
Dr Minh Vu: Check your message for spelling mistakes before you send it. It shows respect towards the other person. Don't use too much shorthand. This may confuse your reader.
Reporter: How about behaviour in chat rooms and on message boards?
Dr Minh Vu: Follow discussion rules. Use polite language. People may not know who you are but you're judged by the quality of your writing.

4 Ss work in pairs to complete this task. You may call two or three pairs to write their versions of the message on the board and the class votes for the best one.

Writing

Writing an email using netiquette

Draw Ss' attention to the **REMEMBER!** box. If possible, illustrate each of the bullet points mentioned by an example you find from the Internet, or those that you create yourself.

5 *Key:* **1.** c **2.** f **3.** e **4.** b **5.** a **6.** d

6 First Ss work in groups to discuss what information they would include in the email. They may look at the email in **5** for ideas. Then Ss work individually on this task. Ask them to pay attention to the netiquette they have learnt. When Ss have finished, they swap the writing with their partner to check before handing it in to T.

For a more able class, T may ask Ss to try the following tasks as homework (Ss may look at **4** for more ideas):

- Write a short post on your class message board to ask how many words the final essay should be.
- Write a short post on a message board to help somebody answer the question *What does communication breakdown mean?*

LOOKING BACK

Vocabulary

1 **Complete the sentences using the cues provided.**



1. Using b________ l________ is an effective way for communication as long as you understand it!



2. M________ technology makes today's communication so exciting with not only text but also sound, video, and graphics.



3. A lot of people prefer working f________ than online.



4. Communication breakdown may happen due to c________ d________.



5. In the future we won't need to learn different languages to communicate if we use t_______.



6. Everyone needs to learn n________ when we communicate online.

2 **Write the following text messages/ chat lines in shorthand form.**

1. Thanks for your gift.
2. By the way, what are you doing this weekend?
3. Please call me right now.
4. Laugh out loud!
5. See you tonight.



3 **Have you ever used music, art, codes, signs or any non-verbal ways to communicate? Tell a partner what you did. Was the communication successful?**

Grammar

4 **Underline the correct answer.**



1. She (will not be sleeping/ was not sleeping) if you call at 9 p.m.



2. They (play/ will be playing) football at 10 a.m. tomorrow morning.
3. What (will he be doing/ will he do) this time next Monday?



4. I (am waiting/ will be waiting) at the bus stop when you arrive.



5. In 200 years we (will not be using/ do not use) mobile phones any more. We (will be using/ will use) telepathy.



6. Take the umbrella with you. It (rains/ will be raining) later today.

5 **Gerund or *to*-infinitive?**

1. I don't mind (talk) ________ to her about this.
2. We plan (use) ________ video chatting to keep in touch with our family.
3. He's tried very hard (show) ________ his love to her by sending lots of flowers and presents.
4. She dislikes (communicate) ________ through message boards or online meetings.
5. Lena enjoyed (chat) ________ on the phone with her friends.
6. They've decided (have) ________ a video conference with their colleagues right away.

LOOKING BACK

Encourage Ss not to refer back to the unit. Ask them to keep a record of their answers to each exercise so that they can use that information to complete the self-assessment box at the end of the unit.

Vocabulary

1 Ask Ss to complete the sentences by using the support from the pictures, the letter cues, and the meaning of the sentences. They work individually first and then compare with a partner.

Key:

1. body language	**2.** Multimedia	**3.** face-to-face
4. cultural differences	**5.** telepathy	**6.** netiquette

2 Challenge Ss to try this task without looking back at **COMMUNICATION**. Have two or three Ss write their answers on the board.

Key:

1. Thx 4 ur gift.	**2.** BTW, wot r u doin this wkd?	
3. Pls call me rite now.	**4.** LOL!	**5.** C U 2nite.

3 Ss work in pairs for this task. Remind Ss that these are non-verbal ways of communication. Then call on some pairs to report their talk.

Grammar

4 Ss work individually then in pairs to compare their answers.

Key:

1. will not be sleeping	**2.** will be playing	**3.** will he be doing
4. will be waiting	**5.** will not be using; will be using	**6.** will be raining

5 Ss work individually then in pairs to compare their answers. If time allows encourage Ss to think of other verbs that are followed by gerunds and by *to*-infinitives and make sentences using them.

Key:

1. talking	**2.** to use	**3.** to show
4. communicating	**5.** chatting	**6.** to have

Communication

6 Ss discuss this task in pairs. Remind them that they can choose to talk about forms of communication people will be using or will not be using in the year 2100 and they should give the reasons why they think so.

For a more able class, this can be done as a debate if some particular forms of communication are selected beforehand for Ss to discuss.

Ask Ss to complete the self-assessment box. Identify any difficulties or weak areas and provide further practice.

Communication

6 **Choose *any* three forms of communication in this unit and work with a partner to decide if people will be using them in the year 2100 or not. Give at least two reasons for each decision.**

Example:

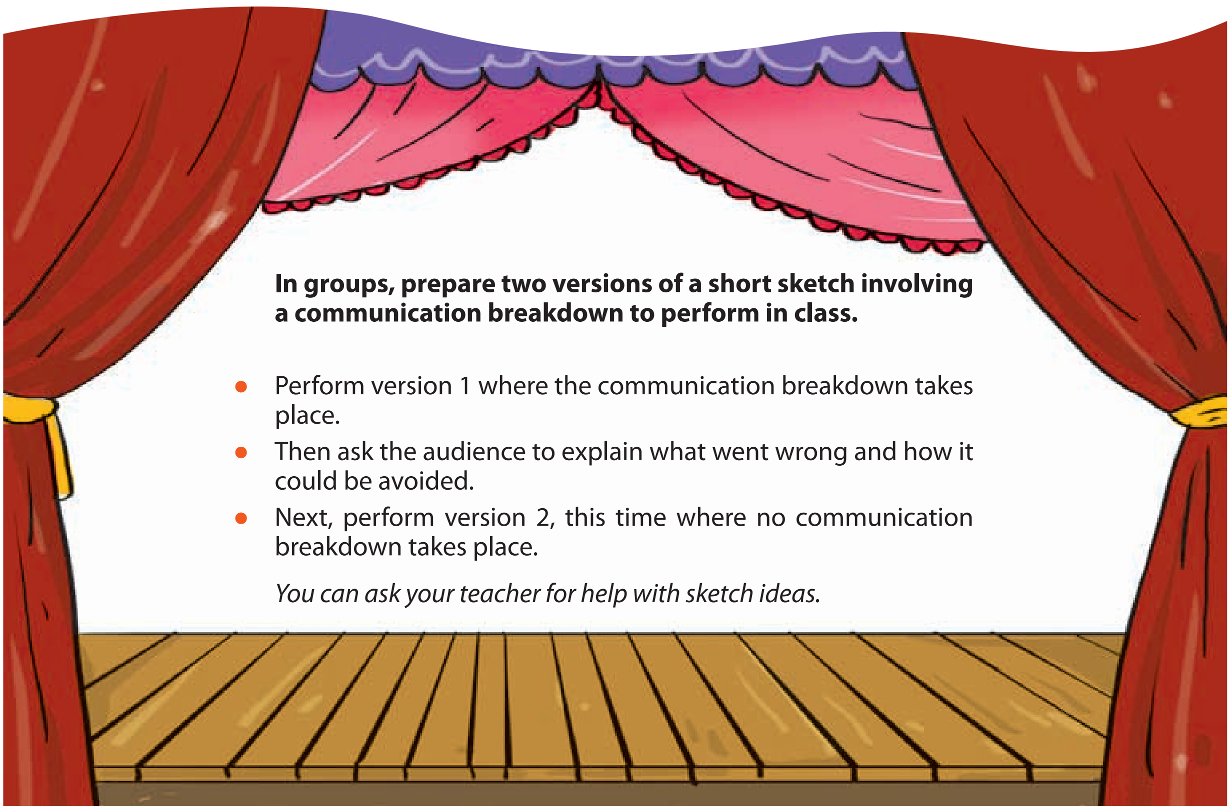
- Will we be using music to communicate in the year 2100?
- I think so. People will always express themselves through music.



Finished! Now I can	✓	✓✓	✓✓✓
• talk about forms of communication			
• use communication technology vocabulary			
• use the future continuous			
• use some verbs followed by *to*-infinitive			
• pronounce words ending in *-ity* and *-itive* correctly in isolation and in sentences			
• communicating online following netiquette			

PROJECT

'Action. Take one! Action. Take two!'



In groups, prepare two versions of a short sketch involving a communication breakdown to perform in class.

- Perform version 1 where the communication breakdown takes place.
- Then ask the audience to explain what went wrong and how it could be avoided.
- Next, perform version 2, this time where no communication breakdown takes place.

You can ask your teacher for help with sketch ideas.

PROJECT
'Action. Take one! Action. Take two!'

Remind Ss of:

- the reasons for communication breakdown in **COMMUNICATION**
- different ways of communicating in **GETTING STARTED** and **A CLOSER LOOK 1**

Put them into groups and ask them to think of a sketch or a role-play of a communication breakdown. Give them time to brainstorm some ideas. Move around the class, giving help where necessary.

Alternatively, T can prepare the following scenarios if Ss are short of ideas or time. Print each sketch on a piece of paper and fold it up. Each group will pick one piece of paper and prepare their performance. More than one group can have the same sketch, because they will interprete it differently. Ss may prepare the sketch out of class if more time is needed. On the performance day, more than one group may act out a similar play, but look for their different interpretation of the communication breakdown as well as their solution. Make sure everyone gives each group lots of encouragement and praise for their acting attempts.

Sketch 1:

The confused teacher

Susan is a teacher from London who comes to a small town in Viet Nam to teach English. She has her first lesson today and is very impressed by one of her students – Lien. Lien speaks English very well and is very active in the class. Later that day Susan runs into Lien in the corridor. Susan wants to compliment Lien and she says, 'Lien, your English is excellent!'. And Lien answers, 'No, it's very bad.' Susan wants to assure Lien so she confirms, 'Yes, your English is very good!' To Susan's surprise, Lien repeats quietly, 'No, it's very bad.' Susan feels rather confused and she doesn't know why Lien responds to her this way.

Sketch 2:

The best restaurant

Jerry and Diana are from the USA and they are now on holiday in France. They eat out in a restaurant and they find the food and the wine excellent. At the end of the meal the chef asks how they have enjoyed the evening and Jerry holds up his thumb and index finger to make a circle. Seeing that, the chef's face suddenly falls and he leaves immediately without a word. Jerry and Diana are left wondering what they have done wrong.

Sketch 3:

The missing fork and the giant drink

Hoang Ly is from Ha Noi and now she's visiting her grandparents in Ho Chi Minh City. Minh Anh, her friend in Ho Chi Minh City is taking her to eat out. When the food is brought out, Ly notices there is one fork missing on the table, so she asks the waiter for one. 'Chú mang hộ cháu một cái dĩa nữa được không ạ?'. Then the waiter brings her a big plate. Ly thinks perhaps the restaurant is too noisy and the waiter couldn't hear what she said.

After that, Minh Anh comes and visits Ly's grandparents. They offer her tea and Minh Anh hears Ly's grandmother telling her, 'Cháu vào lấy cho bà thêm một cái chén nữa cho Minh Anh.' Minh Anh is a bit nervous because she doesn't feel like she wants to drink such a huge bowl of tea, especially after her big meal with Hoang Ly.

Key: (NB. Encourage each group to try to find their own reasons and provide these keys only if they ask for help.)

Sketch 1

Communication breakdown = cultural differences

In Viet Nam it is typical to deny the compliments you receive. This is a way to show your modesty. However, in western cultures, people who give compliments often expect you to take them, and denial of compliments, especially if it is repeated, may be rude and make the other person feel uncomfortable. In this situation, Lien may just politely thank her teacher.

Sketch 2

Communication breakdown = cultural differences

In the USA, holding up one thumb and index finger to make a circle means *OK, good, excellent*, while in France, this gesture means something not so good, even worthless.

Sketch 3

Communication breakdown = language barrier

When the people in Ha Noi and some other provinces in northern Viet Nam say 'dĩa' they mean a fork, while this word means a plate for the people in southern Viet Nam.

Meanwhile, 'chén' in northern Viet Nam means a small teacup whereas in southern Viet Nam the word means a bowl you use to eat when having meals.

Unit 11 SCIENCE AND TECHNOLOGY

GETTING STARTED

At the Science Club

1 Listen and read.

Duong, Nick, and Chau are talking with Dr. Nelson after listening to his talk about the roles of science and technology in the 21^{st} century.

THIS UNIT INCLUDES:

VOCABULARY
Science and technology
Inventions

PRONUNCIATION
Stress in words starting with *un-* and *im-*

GRAMMAR
Future tenses: review
Reported speech: statements

COMMUNICATION
Talking about the roles of science and technology
Expressing agreement and disagreement about how science and technology can help us solve problems in the future

Dr. Nelson: Well, as you know, developments in science and technology are greatly changing the way we live, communicate, travel, everything …

Duong: You mean science and technology are changing our lives in every field?

Dr. Nelson: Right.

Duong: For the better?

Dr. Nelson: Mostly for the better. Science and technology also have enormous effects on economic development.

Nick: Well, my dad told me that only robots would work in factories and clean our homes in the future. Is it right, Dr. Nelson?

Dr. Nelson: Sure. And we'll have flying cars and spaceships so that we can travel faster and further than before.

Chau: So we won't have traffic jams any more?

Dr. Nelson: No, we won't. Science and technology are the keys to development in other fields too. They will certainly bring a lot more benefits to people.

Chau: And what about education? Our science teacher said that there would be no more schools: we'd just stay at home and learn on the Internet.

Dr. Nelson: That's right. Students won't go to school like now …

Duong: Wow! I hope that happens soon.



Objectives:

By the end of this unit, students can:

- pronounce words with the prefix *un-* and *im-* correctly in isolation and in context
- use the lexical items related to science and technology
- use the future simple and future continuous to talk about science and technology in the future
- use direct speech and indirect speech to report what people say or tell
- read for specific information about the role of science and technology in the future
- talk about the roles of science and technology
- listen for specific information about how science and technology solve some problems in the future
- write to express agreement and disagreement about the roles of science and technology

GETTING STARTED
At the Science Club

Introduction

Review the previous unit by asking Ss to call out all the forms of communication that they can remember from the previous unit. Then divide the class into two teams. Call out a form of communication, e.g., *body language*. The first group to give an example of body language gets a point, and so on.

Put the heading 'Science and Technology' on the board. Do a brainstorming session by asking Ss to suggest any words or phrases related to this topic. Accept all ideas, organise them in a word web if possible.

1 Ask Ss to open their books to Unit 11, cover the conversation and look at the pictures. T asks prediction questions:

What can you see in the pictures?

Do you know these characters?

Where are they now?

What are they talking about?…

Ss answer the questions as a class. Then play the recording and have Ss listen and follow along. Check if Ss' predicted answers match the conversation. If not, have Ss correct them.

a **Find the words in A in the conversation. Then match them to the words in B with similar meanings.**

A	B
1. developments	a. the answers
2. field	b. area
3. enormous	c. progress (n)
4. economic	d. big
5. the keys	e. money-making
6. benefits	f. help

b **Answer the questions.**

1. Where are Nick, Duong, and Chau?
2. What is the subject of Dr. Nelson's talk?
3. What fields are science and technology greatly changing?
4. What did Nick's dad tell him?
5. What did Chau's science teacher say?

c **Work with a partner. What fields are mentioned in the conversation which are affected by science and technology?**

d **Put a word/ phrase from the box in each blank.**




flying cars	economic development	
field	space	the key

1. Technology in the _______ of telecommunications has developed greatly over the last decade.
2. In the future, ordinary people may travel into _______ on spaceships.
3. He said he worked very hard and that was _______ to his success.
4. An international meeting on _______ took place in Singapore last week.
5. If we had _______ now, we could solve the problem of traffic jams.

Look out!
Can you explain the difference between *science* and *technology*?



2 **Put one of the words/ phrases from the box in each gap. There is one extra.**

science subjects	technology	technique
machines	scientific progress	researchers

1. Her teacher said she was really good at _______, but she was not very good at English.
2. Advances in _______ have improved crop yields by over 30%.
3. Cancer _______ have made great progress, but many aspects of this disease need further study.
4. Scientists will be trying to invent _______ to teach children at home.
5. Thanks to _______, our world will be transformed greatly.

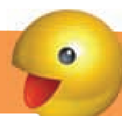
3 **Give the opposite of the words in brackets, using the prefix *un-* or *im-*.**

Example: necessary → unnecessary

1. This is a species of insect previously (known) _______ to biologists.
2. I don't like science fiction novels much. I think they are (realistic) _______.
3. It is almost (possible) _______ to keep up with the latest developments in computing.
4. The teacher said that accurate measurement was (important) _______ in this experiment.
5. Fortunately, the river flowing through our town is (polluted) _______.

4 **GAME: FIND SOMEONE WHO...**

Ask your classmates Yes/ No questions, using *do* or *will*. If they say 'Yes' to a question, write their names in the box. A name can be written down only once. The first person to get a name in each box is the winner.



Find someone who...

likes science subjects at school	wants to travel into space in the future	wants to become a scientist
knows a Vietnamese scientist	will go into sciences when finishing school	admires a scientist or an inventor

a Ask Ss to read the conversation again and do the exercise in pairs. Elicit the correct answers and write them on the board. Have Ss substitute the **B** words into the conversation to check that they match. Finally, explain the meaning of any complex words in Vietnamese if necessary.

Key **1.** c **2.** b **3.** d **4.** e **5.** a **6.** f

b Ss work individually to answer the questions. Ss compare answers with a partner and then discuss as a class. Have Ss say where they found the answers in the conversation.

Key:
1. They are at the Science Club.
2. It is the roles of science and technology in the 21st century.
3. Science and technology are greatly changing everything.
4. He told Nick that only robots would work in factories and clean our homes in the future.
5. He/ She said that there would be no more schools: they'd just stay at home and learn on the Internet.

c Ss work in pairs. Tell Ss to refer back to the conversation and do the task. Check their answers.

Key:
1. the economy (economic development)
2. the workplace (robots in factories)
3. the home (robots cleaning our homes)
4. travel (traffic jams)
5. education (school via the Internet)

d Have Ss do this exercise in pairs. Ask some Ss to present their answers. Confirm the correct answers.

Key: **1.** field **2.** space **3.** the key **4.** economic development **5.** flying cars

Look out!

Help Ss distinguish the two words.
- *science:* knowledge about the world, especially based on examining, testing, and proving facts
- *technology:* things and ways of doing things that are based on knowledge about science and computers



2 Tell Ss that in the box are some more words and phrases related to science and technology. Let them work in pairs. Check their work by calling on some Ss to read out their sentences. Allow Ss to write the translations next to the words.

Key:
1. science subjects **2.** technology **3.** researchers **4.** machines **5.** scientific progress

3 Tell Ss to look at the example. T may give some more. Then let them do the task by themselves. After that, they swap their answers with a partner. Correct Ss' answers as a class. Then let them repeat the words in chorus.

Key: **1.** unknown **2.** unrealistic **3.** impossible **4.** unimportant **5.** unpolluted

4 Set this up as a mingle activity. Let Ss stand up and move around with pens and paper/ notebooks to ask questions and take notes. Observe and assist where needed. Once a student has a name in each box they should sit back down. Continue until all, or most, Ss have sat back down. Congratulate the winner(s). T calls on the winning Ss to present their results to the class.

Reference: Some scientists of Viet Nam:

Võ Hồng Anh	Lê Văn Thiêm	Trần Đại Nghĩa
Hà Đình Đức	Hoàng Tụy	Phan Lương Cầm

A CLOSER LOOK 1

Vocabulary

Look out!

We add *-er*, *-or*, or *-ist* to a verb or noun to form a noun indicating people.

Example: to learn → learn**er**
to invent → invent**or**
science → scient**ist**



1 **Complete the following sentences with nouns indicating people.**

1. A person who gives advice is an _______.



2. A scientist who studies chemistry is a _______.



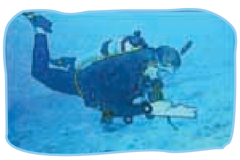
3. A person whose job is to design things is a _______.



4. A person whose job is writing programmes for computers is a _______.



5. A marine _______ is a scientist who studies life in the sea.

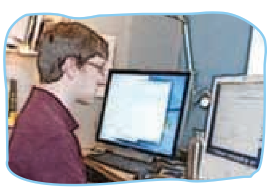


2 **Write a noun from the list under each picture.**

doctor	chemist	physicist
archeologist	explorer	engineer
software developer		conservationist



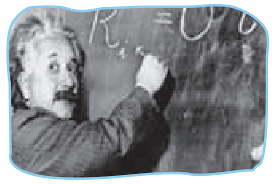
1. ________________



2. ________________



3. ________________



4. ________________



5. ________________



6. ________________



7. ________________



8. ________________

3 **Give the correct form of the words in brackets.**

1. Every day we hear about new (develop) _______ in science and technology.
2. Einstein was one of the greatest (science) _______ in the world.
3. The USA is a world leader in space (explore) _______.
4. Advances in (medicine) _______ science will help people live longer in the future.
5. There is a link between (economy) ___________ development and the environment.

Pronunciation

Stress in words starting with *un-* and *im-*

When we add the prefix *un-* or *im-* (meaning 'not') to a root word, the stress of the word does not normally change.

Example: 'friendly → un'friendly
'probable → im'probable

Note: When we add the prefix *un-* or *im-* to a one-syllable word, the stress falls on the root word.

Example: fair → un'fair
pure → im'pure

A CLOSER LOOK 1

Introduction

Explain to Ss that there are three common ways of forming nouns indicating people, but don't say what they are. Write the following on the board:

to learn →

to invent →

science →

Try to elicit from Ss how these words are changed to mean a person who does these things. Now see if Ss can give some more examples. Finally, have Ss open their books and read the **Look out!** box.

Vocabulary

1 Do this activity the first time around as a quiz. Divide the class into two teams. Read out item one and ask Team A to answer. If they get it wrong, the option goes to Team B to answer. Keep a score on the board to increase the fun element. Now have Ss work individually to do the task in their books. Finally, ask some Ss to write the answers on the board. Correct their answers as a class.

Key:

1. adviser/ advisor **2.** chemist **3.** designer **4.** programmer **5.** biologist

2 Ss work in pairs and discuss what the word is for each picture. T checks as a class. For more able Ss, have pairs write the descriptions of these people in the same style as activity **1**. Then put pairs together to read out their descriptions and challenge each other to guess the person, like in the quiz in **1**.

Key:

1. chemist **2.** software developer **3.** engineer **4.** physicist
5. doctor **6.** conservationist **7.** explorer **8.** archeologist

3 T asks Ss to read the sentences and guess part of speech of the word to be filled each blank. Have Ss call out their guesses.

Ss work individually. Ask some Ss to write their answers on the board. Check their answers as a class.

Key:

1. developments **2.** scientists **3.** exploration **4.** medical **5.** economic

Pronunciation

Stress in words starting with *un-* and *im-*

Explain to Ss that the prefixes *un-* and *im-* are used to make adjectives (and adverbs) negative. Explain to them that when these prefixes are added, the stress of the new word does not normally change. Give some examples.

4 **Listen and repeat the following words. Mark the stressed syllables in the words.**

unforeseen	unlucky
immature	unwise
impatient	unhealthy
impure	unhurt
impossible	unlimited
unnatural	impolite

5 **Put the words from 4 in the right columns.**

oO	oOo	ooO	oOoo
______	______	______	______
______	______	______	______
______	______	______	______
______	______	______	______

6 **Fill the gaps with one of the words in 5. Listen and check, then read the sentences.**

1. The teacher said this water was ______ and couldn't be used in our experiment.
2. Scientists have identified a link between an ______ diet and diseases.
3. This job would be ______ without the help of a computer.
4. Our natural resources are not ______.
5. It's no good being ______ with small children.



A CLOSER LOOK 2

Grammar

Future tenses: review

1 **Put the verbs in brackets into the correct tenses.**

1. By 2030 all students (have) ______ their own computers in school.
2. I can't come to your party next Friday as I (work) ______ on that day.
3. I know she's sick, but ______ she (be) ______ back to school tomorrow?
4. You (not pass) ______ your exams if you don't start working harder.
5. Whatever job you (decide) ______ to do in the future, I (support) ______ you.

2 **Work in pairs. Read the following predictions about the year 2040 and say whether you think it will happen.**

Example:

A: Email will completely replace regular mail.
B: I think it will certainly/probably happen. / It certainly/probably won't happen.

1. We will all be using flying cars.
2. Most people will live to be a hundred years old.
3. Robots will replace teachers.
4. The world will have one money system.
5. The Internet will replace books.

Reported speech

In direct speech, we give the exact words somebody said, and we use quotation marks. In reported speech, we give the meaning of what someone said, but with some changes and without quotation marks.

Example:

Nam: 'I want to become a robot designer.'
→ *Nam said that he wanted to become a robot designer.*

When the reporting verb (e.g. *say* or *tell*) is in the past, the verb in reported speech changes as follows:

4 Play the recording for Ss to repeat the words. Play the recording as many times as necessary. Correct Ss' pronunciation, especially the stress. Then have Ss mark the stress on the words by drawing circle above the stressed syllable.

Audio script:

unforeseen	unlucky	immature	unwise
impatient	unhealthy	impure	unhurt
impossible	unlimited	unnatural	impolite

5 Have Ss read out the words first. Then they work in groups to put the words in the right columns. Call on some Ss to write the answers on the board. Confirm the correct answers.

Key:

oO	oOo	ooO	oOoo
un'wise	un'lucky	unfore'seen	un'limited
im'pure	un'healthy	imma'ture	im'possible
un'hurt	im'patient	impo'lite	un'natural

6 Have Ss work individually to write down the words. Play the recording two or three times for Ss to check.

Key: **1.** impure **2.** unhealthy **3.** impossible **4.** unlimited **5.** impatient

A CLOSER LOOK 2

Introduction

Ss have already learned the future simple *will do* and the future continuous *will be doing*. Tell Ss that this is a review section. T may help Ss recall the form and uses of these two tenses. Also remind them of the uses of present simple and *going to* to express future actions.

Grammar

Future tenses: review

1 Have Ss work individually. Check their answers as a class. T may ask why a certain tense is used to check that Ss understand the rules.

Key:
1. will have **2.** will be working **3.** will she be **4.** won't pass **5.** decide; will support

2 Tell Ss to study the example first. Then they work in pairs to do the activity. Encourage them to talk as much as possible. Remember that there is no 'right' or 'wrong' as long as their sentences are grammatically correct. Move around the class and listen to Ss. If there is a point which everyone is confused about, bring the class back together and do a quick review of it.

Reported speech

Explain to Ss the differences between direct speech and reported speech. Go through the table carefully, using the examples to clarify the rules.

Direct speech	*Reported speech*
Present simple *'I like sciences.'*	**→ Past simple** *He said (that) he liked sciences.*
Present continuous *'I am staying for a few days.'*	**→ Past continuous** *She said (that) she was staying for a few days.*
Present perfect *'Nick has left.'*	**→ Past perfect** *She said (that) Nick had left.*
Past simple *'Nick left this morning.'*	**→ Past simple/ Past perfect** *She told me (that) Nick had left that morning.*
will *'Man will travel to Mars.'*	**→ would** *He said (that) man would travel to Mars.*
can *'We can swim.'*	**→ could** *They told us (that) they could swim.*
may *'We may live on the moon.'*	**→ might** *He said (that) we might live on the moon.*

Pronouns, and time and place expressions may change in reported speech:

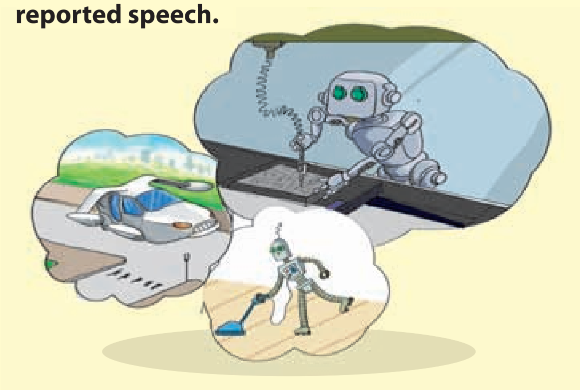
I	→ he/ she
we	→ they
you	→ I/ he/ she
now	→ then
today	→ that day
here	→ there
this week	→ that week
tomorrow	→ the following day/ the next day
yesterday	→ the day before/ the previous day
last month	→ the month before/ the previous month

Example:

'I don't have football today.'

→ He said (that) he didn't have football that day.

3 **Look at the conversation in GETTING STARTED again. Find and underline the examples of reported speech.**



4 **Complete sentence b in each pair so that it means the same as sentence a, using reported speech.**

1. a. Nick: 'I come from a small town in England.'
   b. Nick said that ______________________.
2. a. My friend: 'Brazil will win the World Cup.'
   b. My friend said that ______________________.
3. a. Olive: 'Chau, I'm leaving Viet Nam tomorrow.'
   b. Olive told Chau that ______________________.
4. a. David: 'Catherine, I'm unable to read your writing.'
   b. David told Catherine that ______________________.
5. a. Minh: 'I overslept this morning.'
   b. Minh said that ______________________.

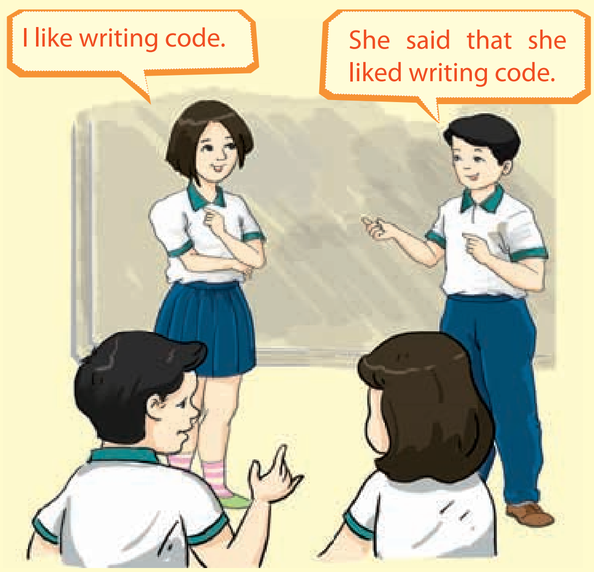
5 **Change the following sentences into reported speech, using the words given in brackets.**

1. 'I didn't say anything at the meeting last week.' (He said)
2. 'This letter has been opened.' (She told me)
3. 'In 50 years' time we will probably be living on Mars.' (Tom said)
4. 'I hope we will build a city out at sea.' (Mi said)
5. 'My wish is to become a young inventor.' (Son told us)

6 GAME: MY FRIEND SAID...

Each of students stands up or comes to the front of the class. One says a sentence about himself/ herself. The other reports to the class.

Example:



3 Tell Ss to refer back to the conversation in **GETTING STARTED** and find the examples of reported speech. Focus them on the use of the verbs.

Key:

Well, my dad told me that only robots would work in factories and clean our homes in the future.

Our science teacher said that there would be no more schools: we'd just stay at home and learn on the Internet.

4 Ss work in pairs. Ask them to write down the sentences in their notebooks. Call on some Ss to read out what they have done. For a class which needs more support, have two Ss write their answers on the board. Correct their mistakes.

Key:

1. Nick said that he came from a small town in England.
2. My friend said that Brazil would win the World Cup.
3. Olive told Chau that she was leaving Viet Nam the next day/ the following day.
4. David told Catherine that he was unable to read her writing.
5. Minh said that he had overslept that morning.

5 Ss do this task individually. While they are working, some Ss may write their sentences on the board. Correct their sentences as a class.

Key:

1. He said (that) he hadn't said anything at the meeting the week before/ the previous week.
2. She told me that letter had been opened.
3. Tom said that in 50 years' time we would probably be living on Mars.
4. Mi said she hoped they would build a city out at sea.
5. Son told us that his wish was to become a young inventor.

6 This speaking activity could be daunting for some Ss, so allow the pairs to plan what they are going to say before they come to the front of the class. This should help Ss to speak with fluency and accuracy, and as naturally as possible.

Encourage them to give true sentences about themselves. Ideally, all Ss should have a chance to talk before the class.

COMMUNICATION

Quiz: Who invented what?

1 **Match the inventors in A with their inventions in B.**

A	B
Thomas Edison	the steam engine
Sir Alexander Fleming	Facebook
Alexander Graham Bell	the light bulb
The Wright brothers	penicillin
James Watt	the Internet (WWW)
Mark Zuckerberg	the telephone
Tim Berners-Lee	the airplane

2 **Work in groups. Discuss the question: Which invention is more useful?**

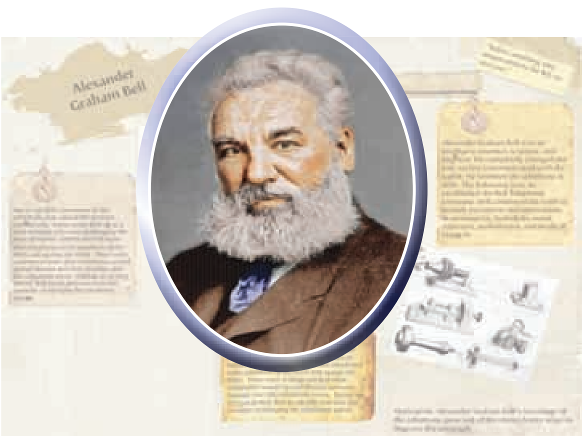
Example:

A: The invention of the airplane is very important because it has changed the way people travel and transport goods around the world.

B: You are right. But I think the invention of penicillin is more useful because it has saved lots of lives.

C: …

3a **Ha had an interesting dream last night in which she met and interviewed Alexander Graham Bell, the inventor of the telephone.**



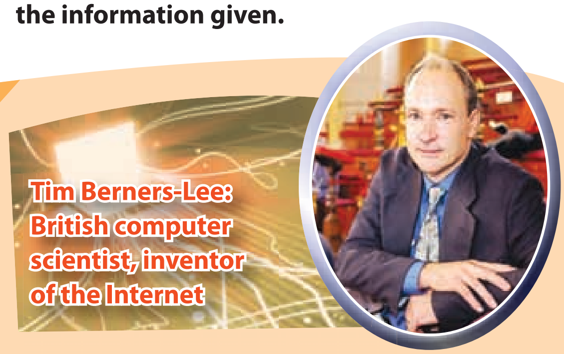
Ha: When and where were you born?
Bell: I was born in 1847 in Scotland.
Ha: And did you go to school in Scotland?
Bell: Yes, I went to the Royal High School.
Ha: What subject did you like best?
Bell: I always liked sciences, especially biology.
Ha: Did you go to university?
Bell: Yes, I went to Edinburgh University, and then to the University of London.
Ha: And what did you do after that?
Bell: I taught the deaf-mute in Boston, USA.
Ha: When did you invent the telephone?
Bell: Well, I invented the telephone quite by chance in 1876 when I made a mistake while doing an experiment …
Ha: How interesting!

b **Two days later, Ha told her friend what Alexander Bell said. Now report what Ha told her friend, using reported speech.**

Example: Alexander Bell said that he had gone to the Royal High School.

1. ______________________________.
2. ______________________________.
3. ______________________________.

4 **Work in pairs. One of you is a reporter, and the other is Tim Berners-Lee. Role-play, using the information given.**



- born 8 June 1955 - London
- 1973 - 1976: Oxford University
- 1978: joined company called D. G. Nash
- 1990: built first Web browser
- 6 August 1991: first website put online

COMMUNICATION

Quickly review the grammar points that are used in this section: the past simple and reported speech.

1 This activity can be done as a class competition. Ss work individually. Give them one minute to match by drawing lines from the inventors to the inventions. For increased fun, count down the final 10 seconds and then tell everyone to stop. Now have Ss swap books and mark each other's answers. Elicit the answers from Ss in full sentences, *Thomas Edison invented the light bulb*. Ask for a show of hands for those who got all eight right, then seven, and so on.

If time allows, T may ask questions about these inventors to find out what Ss know about them:

- *Are they still alive/ dead?*
- *What are they famous for?*
- *Do you know anything interesting about them?*
- *Do you know any interesting sayings by them? (Graham Bell: 'Self-education is a lifelong affair.'/ Thomas Edison: 'Genius is one percent inspiration and ninety-nine percent perspiration.' …)*

Key:

- Thomas Edison invented the light bulb.
- Sir Alexander Fleming discovered penicillin.
- Alexander Graham Bell invented the telephone.
- The Wright brothers invented the airplane.
- James Watt invented the steam engine.
- Mark Zuckerberg invented Facebook.
- Tim Berners-Lee invented the Internet.

2 Form groups of three or four Ss to discuss the inventions. Encourage Ss to talk as much as possible; this is a fluency stage, so don't worry about accuracy at this point. Move around the groups and give assistance where needed. Invite some groups to present their ideas. Other groups can add some ideas if possible.

3 Call on two confident Ss to come to the front and act out the dialogue between Ha and Alexander Graham Bell. Then put Ss into pairs to report on the conversation.

Suggested answers:

- Alexander Bell said/ told me (that) he was born in 1847 in Scotland.
- He said/ told me (that) he had always liked …
- He said/ told me (that) he had taught …
- He said/ told me (that) he had invented …

4 Let Ss work in pairs to role-play, using the information given. Walk around to observe and give help if needed. If time allows, ask some pairs to role-play in front of the class. The class then votes for the best performance.

SKILLS 1

Reading

1 **Quickly read the passages. Match the headings with the passages.**

1. Can we live longer?
2. Can we live there?
3. Future home prediction

A



Travelling to Mars might become a reality sooner than you think. Scientists are planning to send people (not animals!) to explore Mars in the near future. They believe it's the only way to find out if there is, or ever has been, life on this planet. They will explore the possibility of living there. So people may go there to live one day!

B



Scientists say that in the future people will live longer. Incurable diseases will be cured and 'bad' genes will probably be replaced. With healthier lifestyles and better medical care the average person will live to be 100 instead of 70 (for men) or 75 (for women) like today. Anti-ageing pills will also be invented to help people live longer.

C



Future homes will be located on the ocean, in the air, or underground. These homes will have advanced energy saving devices such as solar panels, solar windows, and smart home technology. Future homes will take advantage of robots to do chores such as cleaning, cooking, washing, and organising everything for their owners.

2 **Underline the following words and phrases in the passages in 1. Match each of them with its explanation.**

1. a reality	A. examine carefully to find out more about something
2. explore	B. used instead of something else
3. possibility	C. equipment that helps save energy
4. replaced	D. a thing that actually exists or happens
5. anti-ageing pills	E. something that is likely to happen
6. energy saving devices	F. medicine that can prevent ageing

3 **Answer the questions.**

1. Why are scientists planning to send people to Mars?
2. How will anti-ageing pills help people?
3. How long does an average person live now?
4. What are some energy saving devices?
5. What will home robots do in the future?

Speaking

4 **Think about your ideas about scientific advances in these fields. Look at the example and make notes.**

Advances	Advantages	Disadvantages
robots	do a lot of things	unemployment
nuclear energy		
nutrition pills		
smart phones		
space travel		

5 **Work in groups. Express your agreement and disagreement about how scientific advances can help us solve problems in the future.**

Example:

A: I think robots will help us do many boring or difficult jobs.

B: Yes. But at the same time, they may bring a lot of unemployment.

C: And they'll make us lazy and inactive.

Look out!

We use 'at the same time' to introduce a contrasting fact.



SKILLS 1

Reading

Write these headings on the board:

Travel	Health	Homes

Brainstorm with the class some predictions for future developments in these three fields. Encourage Ss to use their imagination. Now open the book and do the reading tasks.

1 Ask Ss to read the passages quickly looking for keywords and then match them with the headings.

Key: **1.** B **2.** A **3.** C

2 Have Ss do the task individually. Then Ss can check their answers in pairs. Elicit the answers from Ss.

Key: **1.** D **2.** A **3.** E **4.** B **5.** F **6.** C

3 Ask Ss to read the passages again and answer the questions. Ss can ask and answer in pairs. T corrects the answers as a class. If time allows, have Ss show where they found the answers.

Key:
1. To explore Mars/ To find out if there is, or ever has been, life there/ To explore the possibility of living there.
2. They help people live longer.
3. 70 or 75 years.
4. Solar panels and solar windows.
5. They can do chores such as cleaning, cooking, washing, and organising things.

Speaking

Set up the **SPEAKING** stage by getting Ss to think about the pros and cons of advancements in science and technology. Explain that nothing is 'black and white'; there are always advantages and disadvantages. For example, say:

More and more robots will be invented and used in the future. One of the advantages of this is that robots will be able to do dirty or dangerous jobs that humans don't want to do. At the same time, there are disadvantages – robots will replace people in some areas so there will be unemployment.

4 Ss work in pairs to think about these pros and cons. Encourage Ss to think of as many ideas as possible. Move around to give some cues and observe.

nuclear energy:	- convenient, clean, available…
	- expensive, unsafe, environmentally unfriendly…
nutrition pills:	- people can live longer, convenient,…
	- expensive, create an ageing population, create overpopulation…
smart phones:	- convenient, quick, entertaining…
	- environmentally unfriendly, discourage face-to-face communication, people can be tracked at all times…
space travel:	- exciting, adventurous…
	- expensive, dangerous…

5 Divide the class into groups of five or six. Each group talks about one of the fields in **4**. Tell Ss to read the example before they start. Encourage them to use the phrase given in the **Look out!** box. While Ss are talking, T goes around to give assistance if necessary.

If time allows, have Ss summarise their group's ideas and present to the class.

SKILLS 2

Listening

1 Listen to the conversation and choose the best summary.

a. The benefits that advances in science and technology may bring to people's lives.
b. The benefits and drawbacks that advances in science and technology may bring to people's lives.
c. The drawbacks that advances in science and technology may bring to people's lives.



2 Listen again to the conversation between Nick, Duong, and Chau. Circle the words and phrases as you hear them.

1. problems
2. high yields
3. the moon
4. overcrowding
5. on television
6. bring unemployment

3 Listen again and answer the questions.

1. What will help feed the large population on Earth?
2. Where may we be able to live?
3. What does Nick say he likes?
4. Does Chau think science and technology may bring problems?
5. What does Nick think at the end of the conversation?

Writing

Writing to express agreement or disagreement

Introduction: I agree/ disagree with the idea that …

Explaining your opinion:
Firstly, Secondly, …
Furthermore, In addition …

Conclusion: In short/ For these reasons …

4 Look at the sample paragraph and fill the outline below.



I disagree with the idea that robots will only bring benefits to people in the future. Robots will also have some negative effects. Firstly, they will be very expensive and we will spend too much money buying and fixing them. Secondly, robots in factories will be able to do everything the workers do, so robots will make them jobless. Thirdly, robots in our homes will do all the housework for us, so we will become lazy and inactive. In short, robots will do many things for us, but they may not improve the quality of our lives.

Introduction: disagree
Idea 1:
Idea 2:
Idea 3:
Conclusion: not always good

5 Make notes, then write a paragraph on the following topic.

Do you agree or disagree with the following idea?

With the help of technology, students will benefit greatly from studying by themselves at home.

SKILLS 2

Listening

1 Have Ss read the three options. Then play the recording and elicit the answer from Ss.

Key: **b.** The benefits and drawbacks that advances in science and technology may bring to people's lives.

2 Play the recording again, once or twice. Ask Ss to listen carefully and tick the words/ phrases according to what they hear in the passage.

Key:

1. problems	**2.** high yields	**3.** the moon
4. overcrowding	**5.** on television	**6.** bring unemployment

3 Play the recording again. Tell Ss to take notes/ write down the key words as they listen. Then they answer the questions in writing or verbally. Correct their answers as a class.

Key:
1. High yields in farming will (help feed the growing population on earth).
2. (We may be able to live) on other planets.
3. He says he likes the idea of having lessons at home with a robot, and on the Internet.
4. Yes, she does.
5. He thinks there will be many new problems.

Audio script:

Nick: Hey, Duong and Chau, do you remember Dr. Nelson's talk on science and technology?
Chau: Yes. He said that science and technology would help us solve the world's problems in the future.
Nick: Right. I think world hunger is a problem now, and developing ways to get high yields in farming will help feed the growing population on earth.
Duong: Good point. Also we may be able to live on other planets, so overcrowding won't be a problem any more…
Nick: And I like the idea of having lessons at home with a robot, and on the Internet.
Duong: And no more paper books. We'll have e-books, and tablets for everything.
Chau: That doesn't sound like a benefit to me. I'd still want to go to school. I'd like to communicate face-to-face with teachers and friends. In my opinion, science and technology will bring new problems to people.
Duong: Like what?
Chau: Well, robots will bring unemployment, and high yields in farming may destroy the environment and sending people to Mars may cause pollution…
Nick: You're right: so many new problems…

Writing

Tell Ss to read the notes in the box carefully.

4 Have Ss read the sample paragraph. Explain that the first sentence in the sample is the topic sentence which tells the reader whether the author agrees or disagrees with the statement. The following sentences express the reasons. The last sentence is the concluding sentence, which summarises the main points in the paragraph. Now have Ss work in pairs to fill the outline. Check as a class.

5 Have Ss read the argument put forward. Then work in pairs to make notes using the model in **4**. They must decide if they agree or disagree, give three supporting points, then conclude their argument. Move around to provide help. If time allows, have Ss work from their notes to write the paragraph in about 100 words. Make sure that they use proper connectors *first/ firstly, second/ secondly*, … and pay attention to spelling and punctuation. T may collect some Ss' work and mark them, then give comments to the class.

Otherwise, help Ss develop a good outline for their writing and write the paragraph as homework. Remind Ss to bring their work to class in the next lesson.

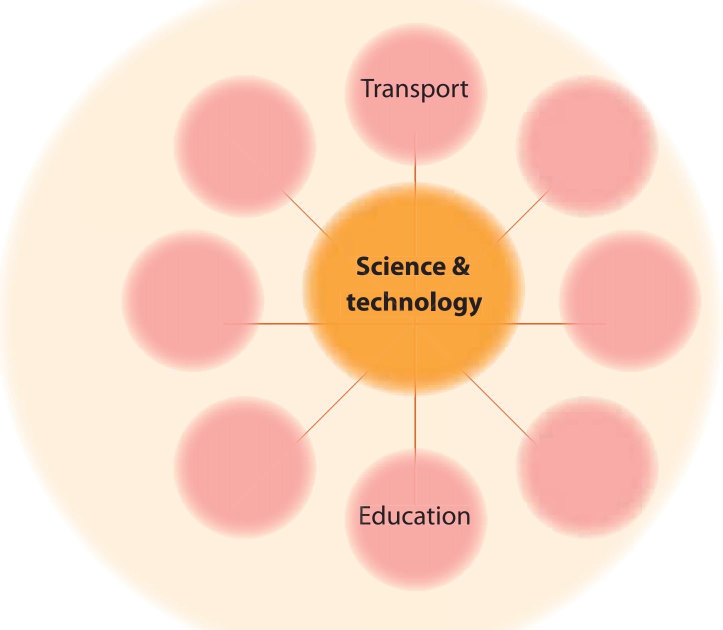
LOOKING BACK

Vocabulary

1 Write the correct form of the words in brackets.

1. My friend said he really enjoyed doing (science) _______ experiments and finding out how things worked.
2. Production of these chemicals causes serious (environment) _______ pollution.
3. There have been major new (develop) _______ in space research and satellite technology.
4. It is known that new scientific (discover) _______ are being made all the time.
5. It seems (natural) _______ for a child to spend so much time by himself or herself.

2 Complete the word web with the fields that could benefit from science and technology.



3 Fill each gap with a word from the box to complete the passage.

science	inventions	inventing
benefits	productive	laboratory

Thomas Edison was one of the greatest inventors of the world. He was responsible for more than one thousand (1) _______ including the electric light bulb and the record player. He also created the world's first industrial research (2) _______.

Edison was born in 1847 in Ohio, USA. When he was 10 years old, he set up a small laboratory after he had read a (3) _______ book his mother showed him. In 1869, he borrowed some money and began to make inventions. In 1876 he built a new laboratory so that he could spend all his time (4) _______. He planned to turn out minor inventions every ten days and a 'big trick' every six months. He developed many devices that brought great (5) _______ to people's life. He once said that the value of an idea lay in the using of it. Edison died in 1931, after having a remarkably (6) _______ life.

Grammar

4 Change the sentences into reported speech.

1. "They are doing an experiment."
→ He said that _______________________________.
2. "You have to sign the paper again."
→ She told me that ____________________________.
3. "We watched a television documentary on the future of nuclear power."
→ Tam said ___________________________________.
4. "The 10 o'clock flight to Kuala Lumpur will be an hour late."
→ They announced that _________________________.
5. "In 50 years' time we may be living on the moon."
→ Scientists said that __________________________.

5 Rewrite these sentences in direct speech.

Example:

Louise told me that he had rung me the night before.
→ Louise: "I rang you last night."

1. Kien said that he had missed the train.
2. Duong said that he could run very fast.
3. Mia told me that she would hand in the report the next day.
4. She said that she was reading a science fiction book about life on Venus.
5. He told me he would be a lawyer when he grew up.

LOOKING BACK

This is the review section of the unit. Tell Ss to record their results for each exercise in the **LOOKING BACK** section in order to complete the final **Finished! Now I can** … assessment.

Vocabulary

1 Ss can do the task by themselves or in pairs. Correct as a class. After that let some Ss read the sentences aloud.

Key:
1. scientific **2.** environmental **3.** developments **4.** discoveries **5.** unnatural

2 Give Ss a few minutes to complete the word web. T may give some cues/ examples:

- Engineering	*- Medicine*
- Farming	*- Space exploration*
- Home life	*- Communication*
- Entertainment	*- Architecture*
- Energy	*- Leisure*

……

Have Ss read out loud their answers.

3 Let Ss read the passage and complete this exercise individually. Less advanced classes can complete this exercise in pairs.

Key:
1. inventions **2.** laboratory **3.** science
4. inventing **5.** benefits **6.** productive

Grammar

4 First let Ss repeat the rules of changing the pronouns, the verb(s), and time and place expressions in reported speech. Have them do tasks **4** and **5** in their notebooks. Then call on some Ss to read their answers, sentence by sentence. Correct their answers.

Key:

4
1. He said that they were doing an experiment.
2. She told me that I had to sign the paper again.
3. Tam said that they had watched a television documentary on the future of nuclear power.
4. They announced that the 10 o'clock flight to Kuala Lumpur would be an hour late.
5. Scientists said that in 50 years' time we might be living on the moon.

5
1. Kien said, "I missed/ have missed the train."
2. Duong said, "I can run very fast."
3. "I'll hand in the report tomorrow," Mia told me.
4. She said, "I'm reading a science fiction book about life on Venus."
5. "I'll be a lawyer when I grow up," he told me.

Communication

6 **Write one prediction for each of the following fields, based on the cues and your own ideas. Then share it with the class.**

education food leisure energy
home life transport communication

Example:



In transport, we will probably travel faster and further in flying cars and spaceships.

Cues:

- solar energy all year round
- no schools, lessons on the Net
- nutrition pills instead of normal food
- 5D-cinema at home
- home security protection with cameras
- entertainment centre at home
- smart phone app



Finished! Now I can … .	✓	✓✓	✓✓✓
• talk about the roles of science and technology			
• use future tenses			
• use reported speech			
• pronounce words starting with *un-* and *im-* correctly in isolation and in sentences			
• write a paragraph to express agreement/ disagreement about the roles of science and technology			

PROJECT

Young Inventors

1 **Read the following passage and answer the questions that follow.**



John J. Stone-Parker

John J. Stone-Parker is one of the youngest inventors in the world. While still a small child, John was very fond of creating new things. He saw that his dad had trouble every time he had a drink with ice cubes in it, so John came up with the idea of creating a star-shaped device that would prevent the ice cubes from slipping out of the glass. He patented this object when he was just four years old in 1989.

1. What was John J. Stone-Parker's invention?
2. Do you think that his invention was useful?

2 **If you could invent something new, what would you develop? Choose one of these or your own idea.**

- a game that can be played by four people
- a sport that can be played indoors by a group of people
- a medicine that can make you do something great
- a device that can prevent accidents at home
- a machine that can recycle everything at home

3 **Write/ talk about your invention:**

- what it is
- what it is used for
- how it works
- how it can help people

Communication

6 Have Ss work individually. Tell them to be imaginative. Make sure they write a prediction for at least three of the fields. Have Ss read out one of their predictions to the class. Others can ask them questions about their prediction. This can also be done in small groups.

Finished!

T asks Ss to complete the self-assessment. Discuss with the class what difficulties remain and what areas Ss have mastered. Provide further practice on the weak areas of the class.

PROJECT
Young Inventors

1 Ss work in groups. Give Ss enough time to read the passage and discuss the questions.

2 Encourage Ss to use their imagination, brainstorm ideas and then choose what they would like to invent.

3 Divide the four areas between members of the group to develop their ideas and write them down. Allow groups enough time to prepare their talk. They can make their preparations out of class, and in the next lesson have them present their invention. The class votes for the best or the most useful invention.

Unit 12 LIFE ON OTHER PLANETS

GETTING STARTED

What could happen to Earth?

1 Listen and read.

THIS UNIT INCLUDES:

VOCABULARY
Life on Earth and other planets

PRONUNCIATION
Stress in words ending in *-ful* and *-less*

GRAMMAR
may and *might*: review
Reported speech: questions

COMMUNICATION
Predicting what other life forms might be like
Asking and answering questions about life on other planets

Duong: Do you know, Trang and I saw a very interesting film yesterday!

Nhi: What was it?

Duong: *Star Trek Into Darkness.*

Nhi: Oh, I like this series, but I've only seen *Star Trek 2009*. What's *Into Darkness* about?

Duong: Well, after their adventures on the journey to Nibiru planet in *Star Trek 2009*, Captain James Kirk and his crew return to Earth on the *Enterprise* in 2259. However, they then have to fight a dangerous terrorist John Harrison, who wants to destroy Earth.

Nhi: Sounds thrilling!

Duong: Yes, it was! Actually, Kirk dies trying to stop him, but fortunately, he comes back to life. It's just a film, after all!

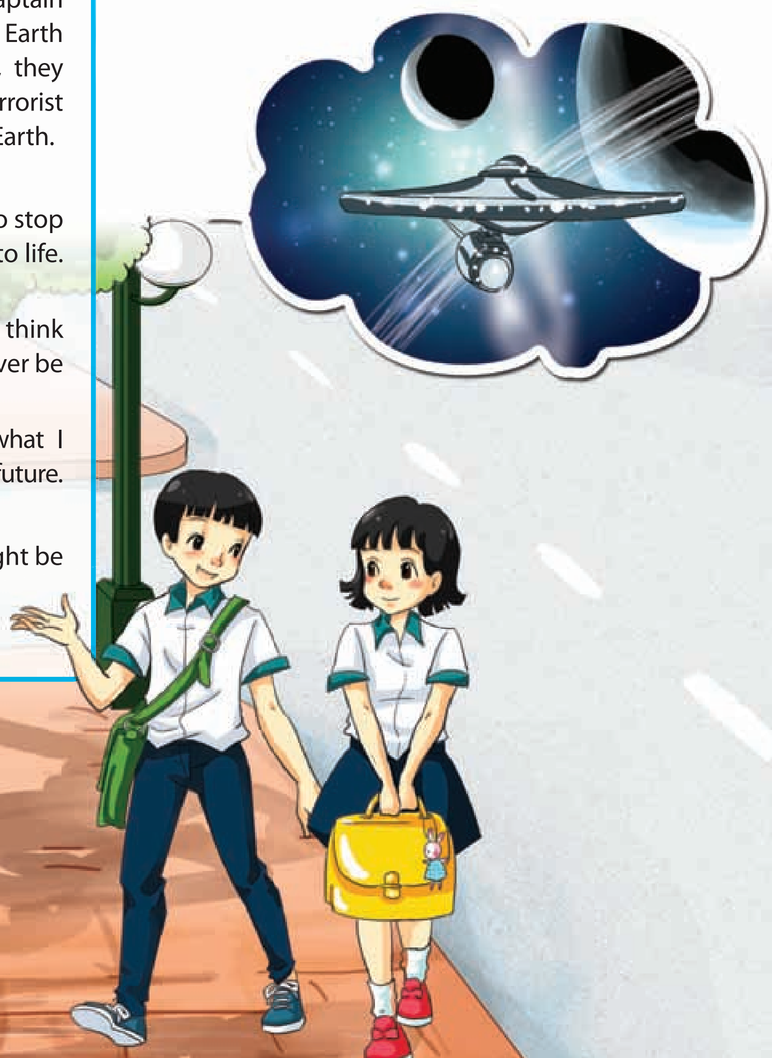
Nhi: A happy ending! But it does make me think about the real world… Could Earth ever be in that kind of danger?

Duong: That's funny, Trang also asked me what I thought would happen to Earth in the future.

Nhi: And how did you answer?

Duong: I said I didn't know but that Earth might be run by aliens!

Nhi: Ha! That's true; nobody knows.



Objectives:

By the end of this unit, students can:

- pronounce correctly the words ending in *-ful* and *-less* in isolation and in context
- use the lexical items related to the topic 'Life on other planets'
- use *may* and *might* correctly
- report questions
- read for general and specific information about life on other planets
- talk about what life may be like on other planets
- listen for specific information about aliens
- describe an alien

GETTING STARTED
What could happen to Earth?

Introduction

Before Ss open their books, review the previous unit by asking them to play a game.

On the board, write the words *transportation, communication, housing* and *energy* and ask two groups of four Ss to list the future technologies they expect to see in these fields. Set a time limit and the game stops when the time is up. The team with more items wins.

Ask Ss where and how fast they think we can travel with new technology. Ask them if we could travel to other planets with those means of transport that they have listed.

1 Ask Ss to look at the picture and the heading *What could happen to Earth?* and answer the questions as a class:

Where are Duong and Nhi?

What are they doing?

What might they be talking about?

Now have Ss listen to the conversation without reading the text to see if their predictions were correct. Follow up with the same questions.

a Tick (✓) true (T) or false (F).

	T	F
1. Duong and Trang saw a boring film yesterday.	☐	☐
2. Nhi has seen *Star Trek 2009*.	☐	☐
3. *Star Trek* is a non-fiction film.	☐	☐
4. Nhi and Trang sometimes think about the future of the world.	☐	☐
5. Duong sounds sure about the future of the Earth.	☐	☐

b Read the conversation again and answer the questions.

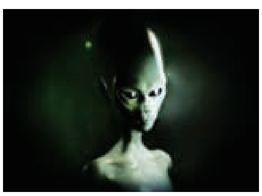
1. Who is the captain of the spaceship?
2. Where did the crew go in *Star Trek 2009*?
3. When does the story in *Star Trek Into Darkness* happen?
4. What do you think is the *Enterprise*?
5. What does John Harrison want to do?

c Can you find the sentences in reported speech in the conversation? Underline them.

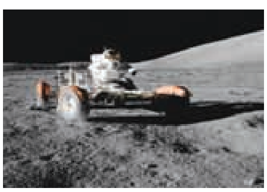


2 Use the words/ phrases in the box to label the pictures. Then listen and repeat.

aliens	space buggy	galaxy	planet
weightless	solar system	spaceship	UFO



1. ______________



2. ______________



3. ______________



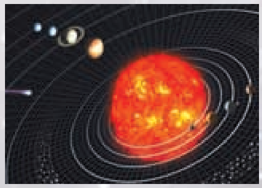
4. ______________



5. ______________



6. ______________



7. ______________



8. ______________

3 Use the words/ phrases in 2 to fill the blanks.

1. The _______ were green and they had huge heads and big eyes.
2. The aliens came out of a _______, which looked like a disk.
3. A _______ is a vehicle used for travelling on the surface of the moon.
4. A moon moves round a _______ and a _______ moves round a star.
5. In a _______ environment, everything floats uncontrollably.
6. There are eight planets that move round the Sun in our _______.
7. We don't know how many solar systems there are in each _______.
8. *Vostok 1* is the name of the _______ in which Yuri Gagarin flew into outer space.

4 GAME: WHAT AND WHERE

Listen and follow the teacher's instructions to play the game.



a Play the recording and have Ss work independently. Ss do not read the conversation. Play the recording once or twice. Pause the recording at the appropriate places if Ss need help with comprehension. Then allow Ss to share their answers with a partner before discussing as a class.

Key	**1.** F	**2.** T	**3.** F	**4.** T	**5.** F

b First, ask Ss not to look at the conversation to answer the questions, then have them read the conversation again and check their answers. If time allows, have them show where to find the answers in the conversation.

Key:

1. James Kirk is the captain of the spaceship.
2. They went to Nibiru planet.
3. It happens in 2259.
4. It's the name of the spaceship that the crew travels on.
5. He wants to destroy Earth.

c Ask Ss to look at the conversation again and underline the sentences in reported speech. Have Ss read aloud the sentences.

Key:
1. That's funny, Trang also asked me what I thought would happen to Earth in the future.
2. I said I didn't know but that Earth might be run by aliens!

2 Have Ss work in pairs to match the words with the pictures. Then check their answers. Explain that UFO is an acronym, which stands for *unidentified flying object*. Afterwards, have Ss repeat the words chorally. Correct their pronunciation if necessary. Check their understanding if necessary.

Key:	**1.** aliens	**2.** space buggy	**3.** UFO	**4.** weightless
	5. galaxy	**6.** spaceship	**7.** solar system	**8.** planet

3 Have Ss work independently to fill the words/ phrases in the blanks, then check with a partner. Elicit Ss' answers.

Key:	**1.** aliens	**2.** UFO	**3.** space buggy	**4.** planet; planet
	5. weightless	**6.** solar system	**7.** galaxy	**8.** spaceship

4 Ask Ss to play the game.

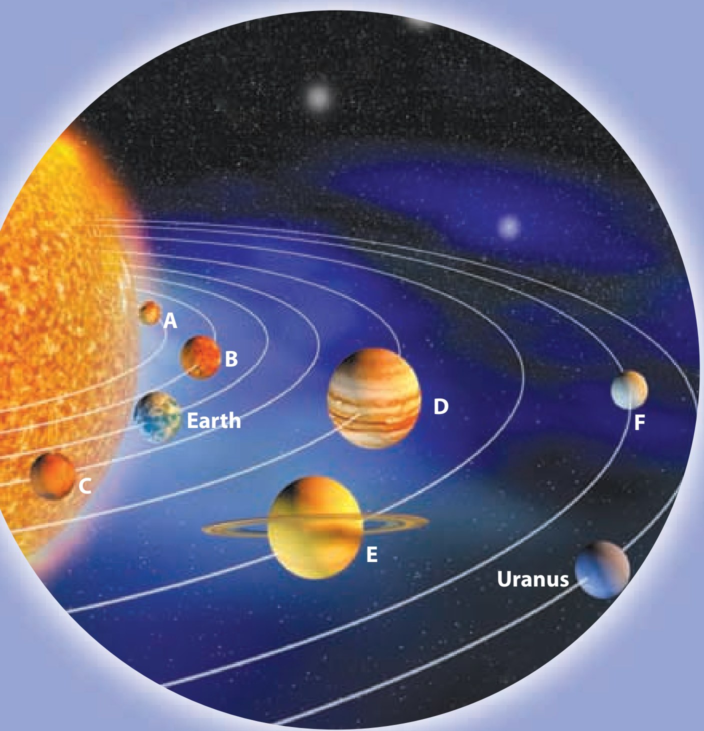
- Draw a word web with several circles on the board. Elicit the words/ phrases in **2** from the class and write them in the circles, one word per circle.
- When all the words/ phrases are written in the circles, give Ss one minute to remember the position of each word/ phrase.
- Now rub out the words as Ss say them out loud, leaving only the circles.
- Ss work in two big groups. Ask them to take turns to fill the circles with the correct words.
- The group that has more correct answers is the winner.

A CLOSER LOOK 1

Vocabulary

1 **Use the names of the planets in the box to label the diagram of the solar system.**

Mercury	Venus	Saturn
Mars	Neptune	Jupiter



2 **Now scan the passage and check your answers.**

The planets in the solar system are named after the Roman Gods. Mercury is the smallest and closest planet to the Sun. It is named after the Roman God Mercury, who was the fast-flying messenger of the Gods, because it moves very fast. Venus is the second planet from the Sun. It is named after the Roman Goddess of love and beauty. Mars is the fourth planet from the Sun and the second smallest planet. It is named after the Roman God of war. The fifth planet from the Sun is Jupiter. It is also the largest planet. The Romans named the planet after the Roman God of thunder and lightning. Saturn is the sixth planet from the Sun and the second largest planet. It is named after the Roman God of agriculture. Neptune is the eighth planet from the Sun in the Solar System. It is named after the Roman God of the sea.

3 **Write the names of the planets that match the Roman Gods.**

1. ________	God of sea
2. ________	God of agriculture
3. ________	God of war
4. ________	God of thunder and lighting
5. ________	God of love and beauty

4a **Add suffixes *-ful* or *-less* to the words in the box. Note that some words can use either suffix.**

weight	water	beauty
wonder	resource	air

-ful **-less**

b **Now use the topic of space to make a sentence for each new word. Compare your sentences with a partner.**

Example:

– Earth looks beautiful from space.

– Venus is a dry and waterless planet.

Pronunciation

Stress in words ending in *-ful* and *-less*.

When we add *-ful* or *-less* to nouns or verbs to form adjectives, the stress of the words **remain unchanged.**

Example:

'water → 'waterless
'hope → 'hopeless/ 'hopeful
for'get → for'getful

5 **Put the stress in the correct place in the words. Then listen and check.**

thoughtless	meaningful	helpless
meaningless	helpful	thoughtful
useless	plentiful	useful

6 **Read the following sentences and mark the stressed syllable on the words in italics. Then listen and repeat.**

1. Her speech on the environment was *meaningful*.
2. My teacher is so *helpful* when we don't understand something.
3. I was *helpless* to stop the dog biting me.
4. This dictionary is so *useful*.
5. There is *plentiful* water for life on Earth.

A CLOSER LOOK 1

Introduction

Write letters *M, V, N, J, S* on the board and ask Ss to volunteer to write any name of any planet that they know beginning with these letters. Give them three minutes.

Vocabulary

1 Now have Ss open the books and work independently. Then, ask them to share their answers with a partner. If necessary, ask for translation of some words or phrases in the box to check their understanding.

2 Have Ss work in pairs, read the passage and check their answers in **1**. Then check Ss' answers as a class.

Key: **A.** Mercury **B.** Venus **C.** Mars **D.** Jupiter **E.** Saturn **F.** Neptune

3 Have Ss work individually to fill the blanks without reading the passage again. Have them compare their answers in pairs. Ss read the passage again to confirm their answers. Afterwards, check Ss' answers as a class.

Key: **1.** Neptune **2.** Saturn **3.** Mars **4.** Jupiter **5.** Venus

4a T can explain that to form adjectives, we can add suffixes *-ful* or *-less* to a noun or a verb. Ask Ss to work in pairs to form words with the ending *-ful* or *-less*. Ask Ss to swap pairs to check their answers, then check their answer as a class. Ask Ss to add some words that are formed in this way if time allows.

Suggested answers:
weightless waterless resourceful/ resourceless airless beautiful wonderful

b Ask Ss to work in pairs to write a sentence about the topic of space for each word. Then swap their sentences with another pair's to peer check. Afterwards, have some Ss read out loud their sentences and correct Ss' work if necessary.

If time does not allow, this can be done as homework. Remember to check Ss' answers in the next lesson.

Pronunciation

Stress in words ending in *-ful* and *-less*.

5 Explain to Ss that when we add suffixes *-ful* or *-less* to a word, the stress of the word remains unchanged. Play the recording and ask Ss to listen and stress the words. Checks Ss' answers as a class.

Audio script:

'thoughtless	'meaningful	'helpless
'meaningless	'helpful	'thoughtful
'useless	'plentiful	'useful

6 First, have Ss work individually to mark the stress in each word. Then ask Ss to compare their answers with a partner. Have them practise reading the sentences. Play the recording and ask Ss to listen, check their answers and repeat the sentences. If time allows, call on some Ss to read out the sentences, paying attention to the stress in each italicised word.

Audio script:
1. Her speech on the environment was '*meaningful*.
2. My teacher is so '*helpful* when we don't understand something.
3. I was '*helpless* to stop the dog biting me.
4. This dictionary is so '*useful*.
5. There is '*plentiful* water for life on Earth.

A CLOSER LOOK 2

Grammar

***May* and *might*: review**

REMEMBER!

1. We use *may/ might* to say that something is possible at present or in the future.

   Example:

   He may/ might be in the office.

2. Normally, either can be used. Although, using *may* slightly increases the chance that something will happen.

   Example:

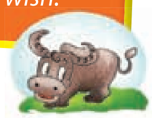
   - Tom may lend you the money. (This is unlikely.)

   - Tom might lend you the money. (I think this is very unlikely.)

3. *May* is sometimes used in formal English, meaning *to be allowed. Might is* NOT used in this case.

   Example:

   Lecturers may use projectors if they wish.



1 Use *may/ might* to fill each of the blank.

1. You _______ have a little difficulty driving at night.
2. I _______ have an allergy to shrimp. I have never tried it.
3. We _______ go to London for a holiday, if we can still afford it.
4. The examiner says we _______ leave when we've finished.
5. I don't know, but I _______ go to the lecture about UFOs.
6. Students _______ only borrow four books at a time.
7. There _______ be life on other planets.
8. Students over fifteen _______ bring a phone to school.

Reported speech: questions

We use the verb *ask* when reporting questions. In reported questions we use the statement word order and the question mark is omitted.

1. To report a *Wh*-question, we use *Subject + asked* (somebody) + *question word + clause*.

   Example:

   'What were you doing at the time?'

   She asked (me) what I was doing/ I had been doing at the time.

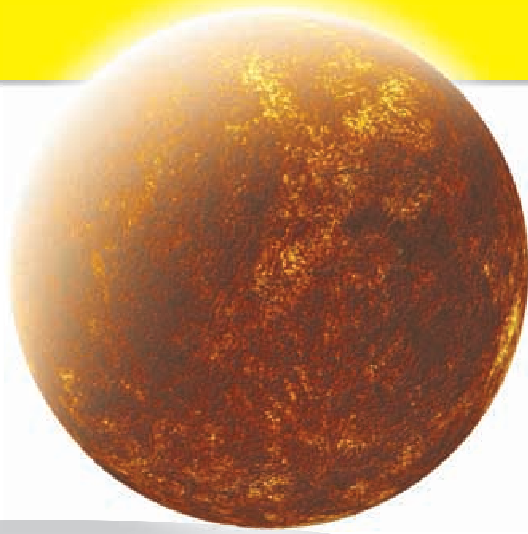
2. To report a *Yes/ No* question, we use *Subject + asked* (somebody) + *if/ whether + clause.*

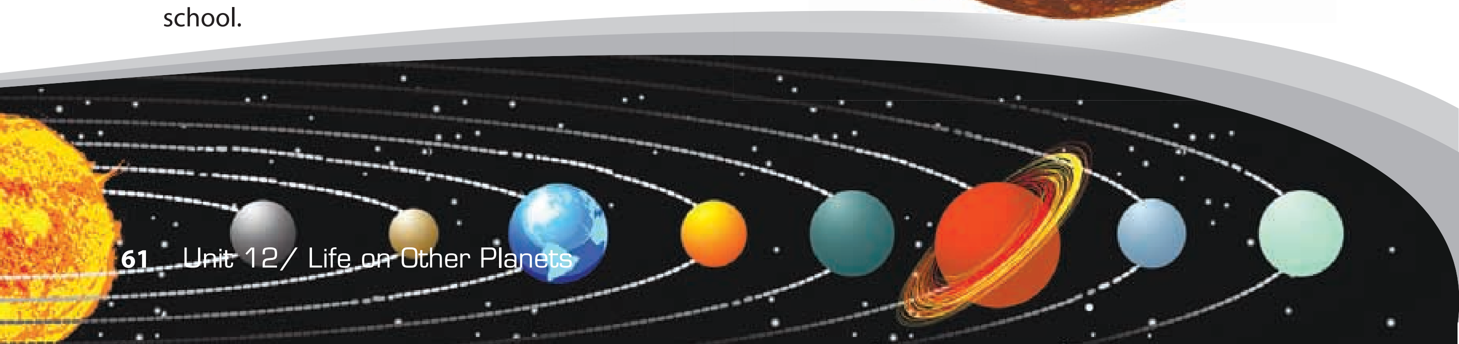
   Example:

   'Did the alien talk to you?'

   She asked me if/ whether the alien talked/ had talked to me.

Remember that pronouns, possessive adjectives, verb tenses, and time expressions change in reported questions just as in reported statements. Look back at Unit 11 for a review of how they change.





A CLOSER LOOK 2

Grammar

May and _might_: review

Draw Ss' attention to the **REMEMBER!** box. Then ask some more able Ss to give examples.

1 Ask Ss to work individually to fill the gaps. Have them compare the answers with a partner and explain their answers. Check the answers as a class and ask for Ss' explanations. Note that in relation to points 1 and 2 in the **REMEMBER!** box, *may* and *might* are both equally correct in this activity. Ss must only distinguish between these and point 3 in the box: *may* for permission.

Key:

1. may/ might	**2.** may/ might	**3.** may/ might	**4.** may
5. may/ might	**6.** may	**7.** may/ might	**8.** may

Reported speech: questions

Ask Ss about the rules of changing statements from direct into reported speech that they learnt in the previous unit. Tell them that in this lesson they are going to learn about reported questions.

Ask Ss to read again the conversation between Duong and Nhi in **GETTING STARTED** to find the question in reported speech. Then have a student read aloud the reported question and write it on the board. Get a student to come to the board to rewrite the question in direct speech. Correct it if necessary.

Ask Ss to look carefully at the two questions (one is reported and one is direct) to compare them in terms of the verb tense, order of verb and auxiliary. Then ask them what verb is used as the reporting verb. Have some Ss answer, give feedback or correction if necessary.

Write the question that Nhi asked Duong in **GETTING STARTED**: *Could Earth ever be in that kind of danger?* on the board. Ask a volunteer to come to the board to write that question in reported speech. If student can write the reported question correctly, ask all other Ss to look at it and the direct question to compare them in terms of verb tense, order of verb and the connection between the reporting verb and the question part. If student does not write the reported question correctly, ask the whole class to give comments and correct it.

Now draw Ss' attention to the language box on reported questions. Ask them to read the box carefully.

2 Nick claimed that he had seen a UFO. Read the interview between a reporter and Nick, and finish the following sentences.



Interviewer: So, what exactly did you see?
Nick: I saw a UFO. It landed in a grassy area.
Interviewer: What were you doing when you saw it?
Nick: I was going for a walk.
Interviewer: What did it look like?
Nick: It was very big and bright and it looked like a big disc in the sky.
Interviewer: And what else did you see?
Nick: I saw an alien coming out of the UFO.
Interviewer: Did the alien see you?
Nick: I don't know. When I saw it, I hid behind a big tree.



1. The interviewer asked Nick _____ exactly he had seen.
2. Nick answered that he ______ a UFO. He said it ______ in a grassy area.
3. The interviewer asked ______ Nick had been doing when he saw the UFO.
4. Nick said that he ______ for a walk.
5. The interviewer asked what it ______ like.
6. Nick said it ______ big and bright and it ______ a big disc in the sky.
7. The interviewer also asked if the alien ______ him.
8. Nick told the interviewer that he ______ behind a tree.

3 Circle the correct word in italics to complete each sentence.

1. The reporting verb in the reported question is *ask/ say/ tell/ answer*.
2. We use *if/ that* when we report *Yes/ No* questions.
3. In reported questions, the subject comes *before/ after* the verbs.
4. The tenses are *the same/ different* in direct and reported speech.

4 Read other questions by the interviewer. Rewrite them as reported questions.

1. "Do you go for a walk every day?"
2. "How did you feel when you saw the alien?"
3. "What did the alien look like?"
4. "Why didn't you take a photo of the alien?"
5. "How long did the UFO stay there?"
6. "Have you seen any UFOs since then?"

5 Work in groups of three. One is Nick and the others are Nick's friends. Ask and answer questions about what Nick saw. Then report the friends' questions and Nick's answers to the whole class.



2 Have Ss work in pairs and do the exercise. Ask some Ss to read out their answer, and correct the answers as a class.

Key:

1. what	**2.** had seen; had landed	**3.** what	**4.** had been going
5. had looked	**6.** had been; had looked like	**7.** had seen	**8.** had hidden

3 Let Ss work individually and check their answers with a classmate. Then check the answers as a class.

Key:

1. ask	**2.** if	**3.** before	**4.** different

4 Ask Ss to work individually to write questions in reported speech. Have one student write the answers on the board and get feedback from other Ss. Afterwards, check the answers as a class. For a class which needs more support, have Ss write the first two reported questions and correct these carefully with the whole class. Have Ss explain the changes they have made. Have them do the rest for homework.

Key:

1. The interviewer asked if he went for a walk every day.

2. He asked how Nick had felt when he had seen the alien.

3. He asked what the alien had looked like.

4. He asked why Nick hadn't taken a photo of the alien.

5. The interviewer asked how long the UFO had stayed there.

6. The interviewer asked if Nick had seen any UFOs since then.

5 Have Ss work in groups of three for 5 to 10 minutes. Go around to see if Ss need help. Then ask the student who plays Nick's role to report orally the questions he was asked. Get another student in the group to report what Nick answered. Ask the whole class to listen carefully and give feedback. Correct this group's work if necessary. Ask other groups to do the same if there is enough time.

COMMUNICATION

Extra vocabulary

appropriate   powerful   NASA

LIFE ON OTHER PLANETS

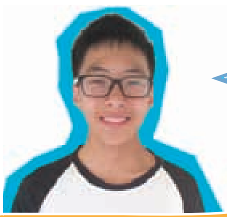
1 **Five teenagers are discussing the possibility of other life forms in our galaxy. Read the comments they have posted on an online forum.**


Duong

@ Duong: There might not be life on Mercury 'cause it's too close to the Sun so it would be too hot to live there. And it moves very fast, so the daytime would be too short. At least, humans couldn't stand such short days.


Nhi

@ Nhi: I agree. I also think to be able to live on a planet, we need water; appropriate temperatures, and breathable air at the very least. But whether the planet travels fast or not is unimportant.


Duc

@ Duc: You are right. Do you know NASA has found two new planets, Kepler-62e and Kepler-62f, which are very similar to Earth? I believe life may be possible there… How about on Jupiter or Venus?


Trang

@ Trang: I imagine Jupiter is a powerful planet because Jupiter is the God of thunder and lightning. The planet is not too close to the Sun, so it's not too hot, and life may be possible there. People there may feel very proud of the power of the planet.


Anh

@ Trang and Anh: So Venus may be a good place for lovers. Actually, it's nearer to the Earth, so it may be easier to travel there.

2 **Work in groups to decide if you agree or disagree with each of the opinions and ideas in 1. Say why or why not.**

Example:

- I'm not sure if I agree with Anh because the name of the planet doesn't tell us anything about the living conditions.
- I totally agree with Duc because …
- I partly agree with Trang because …

3a **Work in pairs. Imagine you are going into space. Decide together what you will take with you. You can add any item you think necessary. Remember to give reasons.**


space suit


food tablets


space buggy


oxygen tank


boots


gloves

Example:

A: I will wear a spacesuit because it may be very cold there and I won't be able to breathe.

B: I will bring hand washing gel to clean my hands.

b **Report your decisions to another pair or to the class.**

COMMUNICATION
Life on other planets

Introduction

Before Ss open their books, ask them which planet they would like to go to if they had a chance. Ask them to give the reasons why. Then tell Ss that they will join a teenagers' blog to read some discussions on whether they believe in the existence of other life forms in the galaxy.

Check if Ss understand the meanings of the words in **Extra vocabulary**. If they do not, quickly teach the words by using synonyms or even translation. Tell them that NASA stands for *National Aeronautics and Space Administration*.

1 Have Ss read the comments. Ask them to do the reading as fast as possible and remember the ideas. Move around the class. Bring everyone together if there are ideas or words that need clarifying.

2 Ask Ss to work in groups. Tell Ss that they can look back at the blog and use the example to discuss the five ideas.

If Ss agree, ask them to add any details from their imagination about the planet. Elicit the reasons why there may be inhabitants there, what those inhabitants may look like, how they can communicate, how they can travel…

If Ss disagree, ask them to justify their choice.

Suggestions for disagreements:

- *I disagree with Nhi because the inhabitants there may be able to live in high temperatures. They may have bodies which can resist heat. Or they may have a special machine to cool down the atmosphere of the place where they live.*
- *I disagree with Duc because the inhabitants there may be able to extract liquid from underground to survive. Their bodies may be adapted to the environment there. They may not need oxygen but hydrogen or nitrogen to breathe.*
- *I disagree with Anh. Any planet can be considered powerful. Any inhabitant is proud of his/her own planet.*

3a Put Ss in pairs. Make sure that Ss work with a new partner for a change. Ask them to use the suggestions in the pictures and the example. Encourage them to add any items they may think necessary. Remind them to give a reason for each choice. Go around to help Ss. Note this is not meant to be serious; Ss can suggest silly or funny things as long as they justify them.

b Ask Ss to report their decisions to the class or to another pair. Give feedback if necessary.

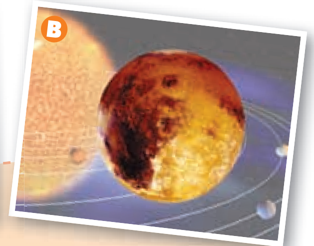
SKILLS 1

Reading

1 a Look at the pictures and discuss the questions.

1. What are the names of the two planets in pictures A and B?
2. How do you think the pictures are different?





b Read the text below and check your answers.

1. Mars is called the Red Planet because of its reddish surface. There have been many explorations to Mars by humans since the mid-20th century. Scientists hope that we can find another planet to accommodate human life.
2. There are major reasons why the climate on Mars is unsuitable for human life. Temperatures on Mars can be as low as -87 degrees Celsius and rarely get above 0 degrees Celsius. But the bigger problem is the lack of oxygen. 95% of the atmosphere is carbon dioxide (CO_2), and this is poisonous to breathe. Moreover, there is no water on Mars even though scientists have found traces of it.
3. However, as early as the mid-19th century, scientists discovered that Mars had some similarities to Earth. A day on Mars is 24 hours, 39 minutes and 35 seconds, almost the same as a day on Earth. Mars also experiences seasons just as Earth does. However, the seasons are twice as long because a year on Mars lasts about twice as long as an Earth year.

2 Find words in the text that have similar meanings to these words or phrases.

1. causing death or illness
2. two times
3. has, goes through
4. marks or signs showing that something happened
5. the outside or top layer of something
6. weather conditions of a particular place
7. provide a place to live

3 Match the headings with the paragraphs (1-3). There is one extra.

A. Reasons why we may be able to live on Mars.
B. Reasons why we may not be able to live on Mars.
C. Explanation for the name of Mars.
D. Reasons for explorations of Mars.

4 Read the text again and answer the questions.

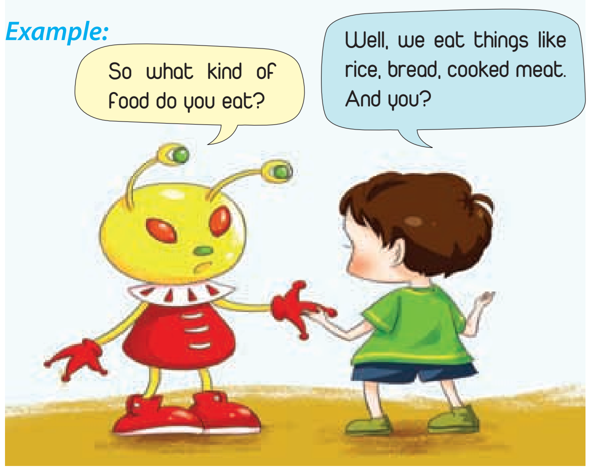
1. What is the other name for Mars?
2. What are the lowest and the highest temperatures on Mars?
3. Why is it poisonous to live on Mars?
4. Which is longer, a day on Earth or a day on Mars?
5. How long is a year on Mars?

Speaking

5 Work in pairs. One is a human and the other is a Martian. Use the suggestions below to ask and answer about life on Earth and life on Mars.

	Human	Martian
Food	rice, bread, meat...	tablets, rocks, ...
Drink	water, juice, ...	liquid from under the rock...
Sleep	6 - 8 hours/ night...	2-3 hours/ night...
Travel	bicycle, car...	flying car, space buggy, UFO...
Environment	forests, lakes, oceans, mountains, cities, ...	dry, dessert, rocky landscape, caves...
Problems	diseases, pollution, overpopulation...	survival, lonliness...

Example:



6 Now swap pairs. The human of one pair works with the Martian of the other pair. Take turns to report what your previous partner said about life on their planet to your new partner to see if he/ she said similar things.

SKILLS 1

Reading

1a Ask Ss to cover the reading passage, look at the pictures of the two planets and answer the questions. Ask them: *What else can you infer from the pictures?*

b Give Ss two minutes to skim the passage and check their answers.

2 Have Ss scan the passage to find the words in red and match them with the definitions. Ss should check the meanings of the words from the context. Then check their answers as a class.

Key:

1. poisonous	**2.** twice	**3.** experiences	
4. traces	**5.** surface	**6.** climate	**7.** accommodate

3 Tell Ss that to finish this part, they should underline keywords in the headings. Next, ask Ss to skim the text again, using the keywords in the headings to do the matching.

Key: **1.** C **2.** B **3.** A

4 Set a longer time limit for Ss to read the text again and answer the questions. Ask Ss to note where they found the information that helped them answer the questions. Ss can compare answers with a partner before discussing them as a class. For a class which needs more support with the previous exercises, let them do this exercise as homework. Remember to check their answers in the next lesson.

Key:

1. It is also called the Red Planet.

2. The lowest temperature is -87 degrees Celsius and the highest may be a bit higher than zero.

3. Because 95% of the atmosphere is carbon dioxide.

4. A day on Mars is a bit longer.

5. It is twice as long as a year on Earth.

Speaking

5 First, have Ss read the table of information carefully. Answer their questions if they have any. Ss work in pairs to ask and answer questions based on the suggested information in the table and the example. Set a time limit of 5 to 10 minutes. When they finish, ask the student who plays the role of the human from one pair, and the student who plays the role of Martian from another pair to role-play in front of the whole class. Have them ask and answer questions about *food* and *drink*. Have another pair do the same, asking and answering about *sleep* and *travel*. Then have a third pair to finish with *environment* and *problems*.

6 Ask the 'humans' and 'Martians' to form new pairs. This time they use reported speech to report their previous partner's answers:

New human: What kind of food did the human say she ate?

New Martian: She said that she ate rice, bread, meat and fruit and vegetables.

New human: Yes, that's right!

Listening

ALIENS

1 Work in pairs. Describe the pictures and answer the questions.

1. What do the pictures show? Do you think they really exist?
2. What do you want to know about them?
3. What would you do if you saw one of them?



2 Listen to Tom's imagined description of what an alien from another planet may be like. Fill each blank with no more than three words from the recording.

Which planet are they from?	They are from (1) ________
What are they like?	They may be (2) ________ and (3) ________ than human beings
What do they look like?	They may have (4) ________, a lot of (5) ________, and (6) ________.
What are their senses like?	Very good. They may be able to sense (7) ________, or (8) ________.
What do they live on?	(9) ________, from the (10) ________

3 Listen again and tick (✓) true (T), false (F) or not given (NG).

	T	F	NG
1. The inhabitants may be very similar to human beings.	☐	☐	☐
2. They may be able to fly.	☐	☐	☐
3. It is very cold there.	☐	☐	☐
4. They may be far-sighted.	☐	☐	☐
5. They may need air for their existence.	☐	☐	☐
6. They may need lots of food and drink.	☐	☐	☐

Writing

4 Work in pairs. Imagine what an alien may be like. Use your imagination to fill the web below.

He/ She may/ might have ________ eye/eyes.

He/ She may/might be ________.

He/ She may/ might eat ________.

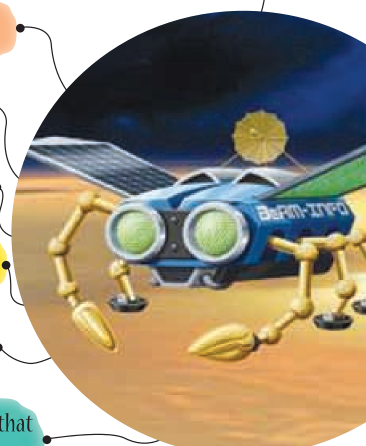
His/ Her skin may/ might be ________.

His/ Her hair may/ might be ________.

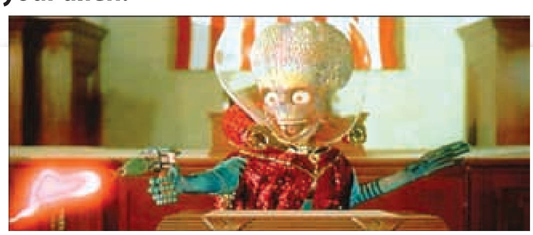
He/ She may/ might wear ________ clothing.

He/ She may/ might be similar to us in that ________.

He/ She may/ might be different from humans in that ________.



5 Now use the notes to write a description of your alien.



6 Swap your work with your partner. How different is your description from your partner's?

SKILLS 2

Introduction

Ask a couple of Ss to come to the board and draw their versions of an alien. Ask Ss how they would feel if they saw an alien. Ask Ss if they think aliens are very different from humans, and what differences there may be.

Listening

1 Ask Ss to work in pairs to describe the pictures and answer the questions.

2 Before Ss listen, ask them to read the information in the table carefully and try to predict the answers. Tell them that to do this they should highlight keywords in the questions and decide the part of speech of the words they will need to fill in the blanks, then listen carefully to find the words from the recording. Play the recording twice. Have two Ss write their answers on the board. Confirm the correct answers.

Key:

1. Jupiter	**2.** much bigger	**3.** more powerful	**4.** lots of hair	**5.** thick skin
6. four eyes	**7.** happiness	**8.** fear	**9.** Energy	**10.** rocks

3 Have Ss work individually to underline the keywords in the statements. Ask Ss to do the exercise without listening to the recording first. Write their answers on the board without confirming the correct answers. Play the recording again for Ss to check. T may pause at the sentences that include the information Ss need for their answers.

Key: **1.** F **2.** NG **3.** T **4.** F **5.** F **6.** F

Audio script:

I think the inhabitants of Jupiter may be very different to human beings. This is how I imagine them:

They may be much bigger and more powerful than humans. Jupiterians may have eight legs and be able to move very fast. They may have a lot of hair all over their bodies and their skin might be very thick so they can live in temperatures of around -145 degrees Celsius. They may have four eyes and be able to see very far. They may also have a very good sense of smell and they may even be able to sense others' feelings like happiness or fear. And I don't think they eat and drink like us. Instead, they get all their energy from the rocks. They may charge their bodies by plugging their feet into the rock, just like charging a battery. That way, they don't even need to breathe air.

The only way they may be similar to us is they live in family units of parents and children. They may also use language to communicate with each other.

Writing

4 Set a time limit for Ss to brainstorm ideas and write their notes. Move around and help Ss if necessary. Ask Ss to refer back to the speaking in **5**, **SKILLS 1** and listening in **2** and **3**, **SKILLS 2** for useful language and ideas.

5 Now have Ss work individually to write descriptions of their alien. Give Ss a time limit for this. For a class which needs more support, make copies of the audio script and give each student one. The script can act as a writing model, but make it clear that Ss should change the content to match their own ideas.

6 Ss swap their writing with a partner. They comment on each other's work. Ss revise and edit their writing in class if time allows, or else as homework.

LOOKING BACK

Vocabulary

1 Rearrange the letters to label the pictures.

















2 Fill each gap with a suitable word from the box.

surface	climate	NASA
traces	experienced	accommodate

1. The Earth seems too small to _______ the increasing population.
2. Water covers 75% of the Earth's _______.
3. Attempts have been made to find _______ of aliens.
4. Astronauts _______ difficulties when they first landed on the moon.
5. The _______ on other planets is very different to that on Earth.
6. _______ stands for National Aeronautics and Space Administration.

Grammar

3 Underline the correct answers.

1. He asked me *when/ if* there were people living on Venus.
2. They wanted to know when the first spacecraft *had been/ was* launched.
3. She asked them *how/ who* had been the first to step onto the moon.
4. They asked me which spacecraft *was/ had been* the first to explore Mars.
5. Students asked *how/ who* the scientists explored other planets.
6. He asked me what food people on other planets *had eaten/ ate*.
7. She asked her teacher *if/ what* UFO stood for.

4 Put the words/ phrases in the correct order to make reported questions.

1. He/ would react/ asked me/ an alien/ how/ I/ if I saw/.
2. most suitable/ The teacher/ which planet/ asked me/ was/ for human life/.
3. on the moon/ My friend/ had first landed/ asked me/ when/ humans/.
4. a planet/ a star/ She asked me/ the difference between/ what/ and/ was/.
5. if/ was/ They asked/ on Mars/ there/ water.

5 Change the following questions into reported questions.

1. 'What are the essential conditions for human life?' the teacher asked her students.
2. 'Have humans been able to communicate with people on other planets?' Samuel asked the scientist.
3. 'Did the Roswell UFO incident take place in the U.S. in June 1947?' Nick asked the journalist.
4. 'Who was the witness in the Roswell UFO incident?' Vanessa asked her uncle.
5. 'When will humans be able to travel from one planet to another more easily?' The son asked his father.
6. 'Why can't people move to Mars immediately?' Diane asked her mother.

LOOKING BACK

Encourage Ss not to refer back to the unit pages. Instead, they can use what they have learnt during the unit to help them do the exercises.

Ss should record their result for each exercise to complete the Finished! Now I can… box at the end of the unit and identify areas to review.

Vocabulary

1 & **2** Ask Ss to work individually, then compare their answers with a partner. Ask some Ss to write their answers on the board.

Key:

1

1. aliens	2. space buggy	3. weightless	4. solar system
5. planet	6. spaceship	7. flying saucer	8. galaxy

2

1. accommodate	2. surface	3. traces
4. experienced	5. climate	6. NASA

Grammar

3, **4**, & **5** Ask Ss to do them individually first. Then have Ss check their answers with a partner before having them discuss as a class. Remind Ss to keep record of their original answers so that they can use that information in their self-assessment.

Key:

3

1. if	2. had been	3. who	4. had been	5. how	6. ate	7. what

4

1. He asked me how I would react if I saw an alien.
2. The teacher asked me which planet was most suitable for human life.
3. My friend asked me when humans had first landed on the moon.
4. She asked me what the difference between a planet and a star was.
5. They asked if there was water on Mars.

5

1. The teacher asked her students what the essential conditions for human life were.
2. Samuel asked the scientist if humans had been able to communicate with people on other planets.
3. Nick asked the journalist if the Roswell UFO incident had taken place in the U.S. in June 1947.
4. Vanessa asked her uncle who the witness in the Roswell UFO incident had been.
5. The son asked his father when humans would be able to travel from one planet to another more easily.
6. Diane asked her mother why people couldn't move to Mars immediately.

Communication

6 **Choose the right sentences (A-E) to put into the dialogue.**





Interviewer:	Do UFOs really exist, Prof. Kent?
Prof. Kent:	(1) ____________________
Interviewer:	Yes. When was the first post-war UFO sighting in the US?
Prof. Kent:	(2) ____________________
Interviewer:	Wow! Very long ago! How about notable sightings in the 21st century?
Prof. Kent:	(3) ____________________
Interviewer:	So… were all sightings in the USA?
Prof. Kent:	(4) ____________________
Interviewer:	Incredible!
Prof. Kent:	(5) ____________________

A. In 2001, at least 15 people, including two police officers saw UFOs in the night sky in New Jersey.

B. Well, there have been many UFO sightings reported.

C. Not at all. On April 23, 2007, Captain Ray Bowyer and his passengers gained clear views of two UFOs when they were flying in the English Channel.

D. On June 24, 1947. Kenneth Arnold, a private pilot spotted nine shiny discs flying past Mount Rainier.

E. Yes, and in 2008, according to media reports, a police helicopter was almost hit by a UFO…

Finished! Now I can…	✓	✓✓	✓✓✓
• talk about life on other planets			
• report questions			
• pronounce words ending in *-ful* and *-less* correctly in isolation and in sentences			
• describe an imaginary inhabitant of another planet			

PROJECT

SPACE EXPLORATION

1 **Write the phrases in the box under the pictures, and then answer the questions.**

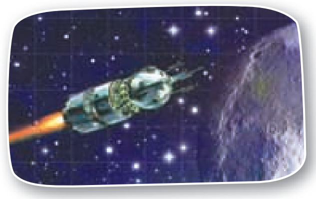
space buggy | space shuttle | Vostok spacecraft



A. ____________________



B. ____________________



C. ____________________

1. What are the things in the pictures?
2. When might they be used?
3. Who might use them?

2 **Work in groups. Choose a space vehicle or machine you like from the pictures or elsewhere.**

3 **Search for information about the vehicle or machine.**

- What is the vehicle/ machine called?
- Where and when might it be used?
- What energy does the vehicle/ machine use?
- Who can control the vehicle/ machine?
- What is special about this vehicle/ machine?

4 **Present the information to the class. Vote for the best presentation.**



Communication

6 First, ask Ss to do the task in pairs. Then check Ss' answers as a class. Set a time limit of two minutes for Ss to re-read and to remember the dialogue as much as they can. When they finish, ask some pairs to rehearse the dialogue.

Key:	**1.** B	**2.** D	**3.** A	**4.** C	**5.** E

Finished! Now I can...

Finally ask Ss to complete the self-assessment. Identify any difficulties and weak areas and provide further practice.

PROJECT
Space exploration

1 First, have Ss work in groups to ask and answer the questions.

Suggested answers:

1. A. space buggy B. space shuttle C. Vostok spacecraft

2 & 3.

- A space buggy may be used by astronauts to travel on the surface of the Moon and carry out research.
- The space shuttles were used by NASA to bring astronauts on missions in space. They were also used to help assemble the International Space Station. There were five space shuttles built in total.
- Vostok 1, a spacecraft which was launched on 12 April 1961, taking Yuri Gagarin, a cosmonaut, from the Soviet Union into space.

* cosmonaut is austronaut. The word is used by the former Soviet Union.

2, 3, & 4 Ask Ss to work in bigger groups to do the project. Ss follow the instructions in the book. Answer Ss' questions if there are any. Ss may need to complete the project out of class. Remember to have Ss present their work, then ask the whole class to vote for the best planned and presented project.

Notes for teachers:

Vostok 1 was the first spaceflight in the Vostok programme and the first human spaceflight in history. The spaceship in picture 3 is Vostok 3KA, a spacecraft launched on 12 April, 1961, taking Yuri Gagarin, a cosmonaut from the Soviet Union into space. This was the first time a human entered outer space and also the first orbital flight of a manned vehicle.

Pronunciation of some pronouns

Enterprise	/ˈentəpraɪz/	tên con tàu
Mars	/mɑːz/	sao hỏa
Mercury	/ˈmɜːkjəri/	sao Thủy
Kirk	/kɜːk/	tên thuyền trưởng
Kepler	/ˈkeplə/	tên hành tinh
Jupiter	/ˈdʒuːpɪtə(r)/	sao Mộc
Saturn	/ˈsætɜːn/	sao Thổ
Venus	/ˈviːnəs/	sao Kim



REVIEW 4 (UNITS 10 - 11 - 12)

LANGUAGE

Pronunciation

1 Mark the stress for the following words, then listen and repeat.

unidentified	ability	successful	capability
meaningful	immobile	informative	unpopular
unsuitable	wireless	interactive	powerless
paperless	possessive	impossible	colourless

2 Complete the words in these sentences. All the words are taken from the list in 1. Then listen, and check.

1. Oxygen is a *col*______ gas.
2. Doctors said that the disease was caused by an *uni*______ virus.
3. The technology can be used to produce *int*______ educational programmes.
4. Animals in the zoo have lost the *cap*______ of catching food for themselves.
5. Most people need a *mea*______ relationship with another person.
6. It is *imp*______ to count all the stars in the Milky Way.

Vocabulary

3 Match each verb in column A with a phrase in column B.

A	B
1. meet	- into space
2. make	- face-to-face
3. exchange	- inventions
4. fly	- from science and technology
5. move	- information
6. benefit	- round the sun

4 Write the correct form of the words in brackets to complete the passage.

I always wanted to be a great (1. science) ______. I dreamt of discovering a new drug that would save the lives of thousands of people. Unfortunately, I was not good at (2. chemist) ______ at school and I kept making horrible mistakes and the teacher got frustrated with me.

After some time, I decided I would become an (3. invent) ______ and design an amazing new product which would become famous. My parents were encouraging but told me to be a little more practical and not quite so (4. ambition) ______. A few weeks later, I had a brilliant idea for a pen that would pronounce a word when you wrote it down. But I became (5. happy) ______ when a friend told me that it was not a new (6. invent) ______.

Grammar

5 Use the correct form of the verbs in brackets.

Will people still read books in 50 years' time? Scientists think that we will still read books. But books of the future (1. be) ______ similar to the books we have today? The answer is no. In the future we will only need (2. buy) ______ one book. With this one book we will be able (3. read) ______ novels, plays, and even newspapers. It might (4. look) ______ like today's books, but it (5. be) ______ electronic. When we press a button, words (6. appear) ______ on the page. When we want (7. read) ______ a different story, we can push the button again, and a new story (8. appear) ______ instantly.

6 Rewrite the following sentences in reported speech.

1. Lena said: "I enjoy chatting on the phone with my friends."
2. The teacher said: "A communication breakdown may happen due to cultural differences."
3. "What might the inhabitants of Jupiter look like?" Duong said.
4. Chau said: "Will we still have traffic jams in 30 years' time?"
5. "I've read a book about life on other planets," Phuc told me.

Everyday English

7 Match the questions in the first column with their answers in the second column.

1. What planet is she from?	A. I don't think that will ever happen.
2. How do Martians travel?	B. When people don't speak the same language.
3. Where will we be living in 2100?	C. For discovering radium and polonium.
4. What is 'netiquette'?	D. Oh, she's from Mars.
5. Do you think robots will replace teachers?	E. We might be living on Mars or Venus.
6. What was Marie Curie famous for?	F. Mostly by flying car.
7. Did he say that he would come?	G. It's the set of rules of proper behaviour among people using the Internet.
8. When is there a language barrier?	H. Yes, he did.

REVIEW 4 (UNITS 10 - 11 - 12)

Introduction

The aim of this review is to revise what Ss have learnt and practised in Units 10, 11 and 12. T may ask Ss what they have learnt so far in terms of language and skills. Summarise their answers on the board and add some more information if necessary.

LANGUAGE

T can use this language review section as an assessment tool. Give Ss 30 minutes to do the exercises then check the answers with the class. T can then provide further practice with areas that Ss still find difficult. Otherwise, T can conduct each activity like a regular class activity, putting Ss into pairs, eliciting ideas and answers, etc.

Pronunciation

1 Review the rules of stress in words starting or ending in *un-, im-, -ful, -less, -ity,* and *-ive* with Ss as a class. Have Ss then mark the stress independently. Play the recording. Ss listen and correct their answers. Confirm their answers. Ss listen again and repeat, in chorus and individually.

Key:

uni'dentified	a'bility	suc'cessful	capa'bility
'meaningful	im'mobile	in'formative	un'popular
un'suitable	'wireless	inte'ractive	'powerless
'paperless	po'ssessive	im'possible	'colourless

2 Ss work individually to complete the words in the sentences. Then T plays the recording for Ss to check.

Key: **1.** colourless **2.** unidentified **3.** interactive **4.** capability **5.** meaningful **6.** impossible

Vocabulary

3 Ss do the task individually and then share their answers with a partner. Check Ss' answers.

Key: **1.** meet face-to-face **2.** make inventions **3.** exchange information **4.** fly into space **5.** move round the sun **6.** benefit from science and technology

4 Let Ss read the passage for two or three minutes. Ask Ss what part of speech can be filled in each blank. Elicit their answers. Ss do this exercise individually. T may ask some Ss to write their answers on the board. Correct as a class.

Key: **1.** scientist **2.** chemistry **3.** inventor **4.** ambitious **5.** unhappy **6.** invention

Grammar

5 Ss work individually and then compare their answers with a partner. Call some Ss to read out their answers. Confirm the correct answers.

Key: **1.** will … be? **2.** to buy **3.** to read **4.** look **5.** will be **6.** will appear **7.** to read **8.** will appear

6 Ss do the task individually. Have two Ss write the sentences on the board while other Ss do the exercise at their desks. Ss comment on the sentences on the board. Confirm the correct ones.

Key:
1. Lena said (that) she enjoyed chatting on the phone with her friends.
2. The teacher said (that) a communication breakdown might happen due to cultural differences.
3. Duong asked (me/ us) what the inhabitants of Jupiter might look like.
4. Chau asked (me/ us) if/ whether we would still have traffic jams in 30 years' time.
5. Phuc told me (that) he had read a book about life on other planets.

Everyday English

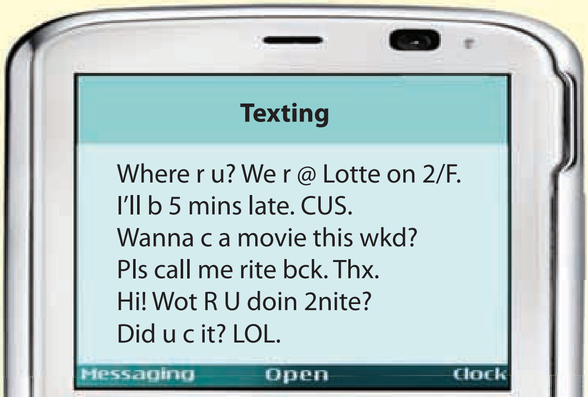
7 Ss do the task individually. Then they can check their answers in pairs and practise saying the exchanges as naturally as possible. Select different pairs to say the exchanges to the rest of the class.

Key: **1.** D **2.** F **3.** E **4.** G **5.** A **6.** C **7.** H **8.** B

SKILLS

Reading

1 Read the following passage and mark the sentences as true (T) or false (F).



Texting is a new way of exchanging information, and it is becoming more and more popular among the young. In fact, texting is clearly affecting language. There are no rules for it. We are creating a new aspect of vocabulary and opening up a new kind of playful and direct communication. Naturally, texting is fun and that's fine, but some people are worried about the effects it might have on a child's ability to read and write. But not everyone is so worried. An expert says, "Every time a new medium comes along it has an effect on language ... But this doesn't destroy the existing language, it adds to it." In text messages, many words come from shorthand created in email, such as CUS (See you soon) and so on. Someone says, "Mostly they are original, but sometimes you get a clash of meanings. For example, LOL can mean both Laugh Out Loud and Lots of Love. That could lead to some misunderstandings."

1. There are no rules for texting. ☐
2. Texting is always affecting language in a bad way. ☐
3. Everyone is worried about texting. ☐
4. A child should not write text messages. ☐
5. Texting is said to enrich a language. ☐
6. Sometimes, there is more than one way of understanding a message. ☐

Speaking

2 Choose one of the questions that interests you the most.

1. What form of communication is used most widely today?
2. What form of communication do you think will be used the most in 2100?
3. What is the most important invention of the past hundred years?
4. Who is the greatest person in the history of science?
5. What would life be like on Mars in 100 years' time?

Prepare to talk for about one minute. Take turns to talk in groups.

Listening

3 Listen to the conversation and choose the correct answer to each question.

1. How many times did Nick try to phone his brother?
   A. Three B. Four C. Five
2. Mike asked Nick ______.
   A. why he got very angry
   B. what he wanted to tell Tom
   C. if he had the wrong number
3. Where was Tom when Nick phoned the last time?
   A. He was out. B. He was busy.
   C. He was at home.
4. Nick wanted to get in touch with Tom because ______.
   A. his landline telephone was out of order
   B. they were cut off
   C. he had a crossed line
5. Nick had a communication breakdown because of ______.
   A. a language barrier B. cultural differences
   C. a lack of communication channels

Writing

4 Write an online message to a friend and tell him/ her about the problems you have had recently with your iPad.

You can refer to the following:

- time-consuming
- flat battery
- weak signal
- no connection

SKILLS

Reading

1 Have Ss read the passage one or two times. Clarify anything they do not understand fully. T may have some Ss read aloud sentence by sentence. Correct their pronunciation. Then Ss do the exercises in pairs. Correct as a class.

Key:	**1.** T	**2.** F	**3.** F	**4.** F	**5.** T	**6.** T

Speaking

2 Ss work individually first. Have them read all the five questions and think of the question that interests them the most. Then Ss can spend a few minutes thinking about what they would like to say about the topic. Then they form groups of about four Ss. Have Ss ask and answer on their topics. Encourage them to use the language they have learnt. Go round and observe the groups. Remember that the focus of the activity should be fluency, so don't expect Ss' accuracy to be high. Praise Ss' efforts in communicating their ideas verbally.

Listening

3 Before playing the recording, give Ss a minute to read the questions. Check that Ss understand the phrases used. Play the recording once or twice, or as required. Ss listen and choose the correct answers. Play the recording again for Ss to check their answers.

Key:	**1.** C	**2.** B	**3.** A	**4.** A	**5.** C

Audio script:

Nick: I had a disastrous morning.

Mike: Oh, what happened?

Nick: I couldn't find my mobile phone so I went out to find a phone box. It took me half an hour to find a phone box that worked - the first three were all out of order. After that, I dialled Tom's number and heard the phone ringing, but then there was a silence!

Mike: And then?

Nick: I dialled again and got a wrong number. The third time I had a crossed line - I could hear two people having a personal conversation. The fourth time, I managed to speak to Tom, and we exchanged a few words, then we were cut off and we lost the connection. I got very angry.

Mike: And …?

Nick: When I tried again later, he wasn't in the office.

Mike: But Nick, tell me, what did you want to tell your brother so urgently?

Nick: That my home telephone is out of order. Tom is the Head of the Telecom Department.

Writing

4 Before writing, have Ss brainstorm ideas about the use of modern equipment in our lives: advantages, disadvantages, etc. Then explain the writing task. Ss need to write a short - not more than 100 words - online message to a friend. Elicit from Ss the words and phrases they may need for their writing. Remind them of the reasons for communication breakdown and the rules of netiquette they learned in Unit 10.

Give them time to do the writing task. Have Ss swap their work with their partner to check before going through some of the messages as a class. Collect their work to check at home.

GLOSSARY

Abbreviations

adj : adjective
adv : adverb
con : conjunction
n : noun
pre : preposition
v : verb

Unit 7		
affect (v)	/ə'fekt/	làm ảnh hưởng
algea (n)	/'ældʒiː/	tảo
aquatic (adj)	/ə'kwætɪk/	dưới nước
billboard (n)	/'bɪlbɔːd/	biển quảng cáo ngoài trời
blood pressure (n)	/blʌd 'preʃə/	huyết áp
cause (n,v)	/kɔːz/	nguyên nhân, gây ra
cholera (n)	/'kɒlərə/	bệnh tả
come up with (v)	/kʌm ʌp wɪð/	nghĩ ra
contaminate (v)	/kən'tæmɪneɪt/	làm bẩn
contaminant (n)	/kən'tæmɪnənt/	chất gây bẩn
dump (v)	/dʌmp/	vứt, bỏ
earplug (n)	/'ɪəplʌg/	cái nút tai
effect (n)	/ɪ'fekt/	kết quả
fine (v)	/faɪn/	phạt tiền
float (v)	/fləʊt/	nổi
groundwater (n)	/'graʊndwɔːtə/	nước ngầm
hearing loss (n)	/'hɪərɪŋ lɒs/	mất thính lực
illustrate (v)	/'ɪləstreɪt/	minh họa
litter (n, v)	/'lɪtə/	rác vụn (mẩu giấy, vỏ lon…), vứt rác
measure (v)	/'meʒə/	đo
non-point source pollution (n)	/nɒn-pɔɪnt sɔːs pə'luːʃn/	ô nhiễm không nguồn (nguồn phân tán)
permanent (adj)	/'pɜːmənənt/	vĩnh viễn
point source pollution (n)	/pɔɪnt sɔːs pə'luːʃn/	ô nhiễm có nguồn
poison (n, v)	/'pɔɪzn/	chất độc, làm nhiễm độc
pollutant (n)	/pə'luːtənt/	chất gây ô nhiễm
radioactive (adj)	/ˌreɪdiəʊ'æktɪv/	thuộc về phóng xạ
radiation (n)	/ˌreɪdi'eɪʃn/	phóng xạ
thermal (adj)	/'θɜːml/	thuộc về nhiệt
untreated (adj)	/ˌʌn'triːtɪd/	không được xử lý
visual (adj)	/'vɪʒuəl/	thuộc về thị giác

Unit 8		
Aborigines (n)	/ˌæbə'rɪdʒəniz/	thổ dân châu Úc
absolutely (adv)	/'æbsəluːtli /	tuyệt đối, chắc chắn
accent (n)	/'æksent/	giọng điệu
awesome (adj)	/'ɔːsəm/	tuyệt vời
cattle station (n)	/ 'kætl 'steɪʃn/	trại gia súc
ghost (n)	/gəʊst/	ma
haunt (v)	/hɔːnt/	ám ảnh, ma ám
icon (n)	/'aɪkɒn/	biểu tượng
kangaroo (n)	/ˌkæŋgə'ruː/	chuột túi
koala (n)	/kəʊ'ɑːlə/	gấu túi
kilt (n)	/kɪlt/	váy ca-rô của đàn ông Scotland
legend (n)	/'ledʒənd/	huyền thoại
loch (n)	/lɒk/	hồ (phương ngữ ở Scotland)
official (adj)	/ə'fɪʃl/	chính thống/ chính thức
parade (n)	/pə'reɪd/	cuộc diễu hành
puzzle (n)	/'pʌzl/	trò chơi đố
schedule (n)	/'ʃedjuːl/	lịch trình, thời gian biểu
Scots/ Scottish (n)	/skɒts/ 'skɒtɪʃ/	người Scotland
state (n)	/steɪt/	bang
unique (adj)	/ju'niːk/	độc đáo, riêng biệt

Unit 9		
accommodation (n)	/əˌkɒmə'deɪʃn/	chỗ ở
bury (v)	/'beri/	chôn vùi, vùi lấp
collapse (v)	/kə'læps/	đổ, sập, sụp, đổ sập
damage (n)	/'dæmɪdʒ/	sự thiệt hại, sự hư hại
disaster (n)	/dɪ'zɑːstə/	tai họa, thảm họa
drought (n)	/draʊt/	hạn hán
earthquake (n)	/'ɜːθkweɪk/	trận động đất
erupt (v)	/ɪ'rʌpt/	phun (núi lửa)
eruption (n)	/ɪ'rʌpʃn/	sự phun (núi lửa)
evacuate (v)	/ɪ'vækjueɪt/	sơ tán
forest fire (n)	/'fɒrɪst faɪər/	cháy rừng
homeless (adj)	/'həʊmləs/	không có nhà cửa, vô gia cư
mudslide (n)	/'mʌdslaɪd/	lũ bùn
put out (v)	/pʊt aʊt/	dập tắt (lửa..)
rage (v)	/reɪdʒ/	diễn ra ác liệt, hung dữ
rescue worker (n)	/'reskjuː 'wɜːkə/	nhân viên cứu hộ
scatter (v)	/'skætə/	tung, rải, rắc
shake (v)	/ʃeɪk/	rung, lắc, làm rung, lúc lắc
tornado (n)	/tɔː'neɪdəʊ/	lốc xoáy
trap (v)	/træp/	làm cho mắc kẹt
tsunami (n)	/tsuː'nɑːmi/	sóng thần
typhoon (n)	/taɪ'fuːn/	bão nhiệt đới
victim (n)	/'vɪktɪm/	nạn nhân
volcanic (adj)	/vɒl'kænɪk/	thuộc núi lửa
volcano (n)	/vɒl'keɪnəʊ/	núi lửa

Unit 10		
body language (n)	/'bɒdi 'læŋgwɪdʒ/	ngôn ngữ cơ thể, cử chỉ
communicate (v)	/kə'mju:nɪkeɪt/	giao tiếp
communication breakdown (n)	/kə,mju:nɪ'keɪʃn 'breɪkdaʊn/	giao tiếp không thành công, không hiểu nhau, ngưng trệ giao tiếp
communication channel (n)	/kə,mju:nɪ'keɪʃn 'tʃænl/	kênh giao tiếp
cultural difference (n)	/'kʌltʃərəl 'dɪfrəns/	khác biệt văn hoá
cyber world (n)	/'saɪbə wɜ:ld/	thế giới ảo, thế giới mạng
chat room (n)	/tʃæt ru:m/	phòng chat (trên mạng)
face-to-face (adj, adv)	/feɪs tʊ feɪs/	trực diện (trái nghĩa với trên mạng)
interact (v)	/,ɪntər'ækt/	tương tác
landline phone (n)	/'lændlaɪn fəʊn/	điện thoại bàn
language barrier (n)	/'læŋgwɪdʒ 'bæriə/	rào cản ngôn ngữ
message board (n)	/'mesɪdʒ bɔ:d/	diễn đàn trên mạng
multimedia (n)	/,mʌlti'mi:diə/	đa phương tiện
netiquette (n)	/'netɪket/	phép lịch sự khi giao tiếp trên mạng
non-verbal language (n)	/nɒn-vɜ:bl 'læŋgwɪdʒ/	ngôn ngữ không dùng lời nói
smart phone (n)	/smɑ:t fəʊn/	điện thoại thông minh
snail mail (n)	/sneɪl meɪl/	thư gửi qua đường bưu điện, thư chậm
social media (n)	/'səʊʃl 'mi:diə/	mạng xã hội
telepathy (n)	/tə'lepəθi/	thần giao cách cảm
text (n, v)	/tekst/	tin nhắn, nhắn tin
verbal language (n)	/'vɜ:bl 'læŋgwɪdʒ/	ngôn ngữ dùng lời nói
video conference (n, v)	/'vɪdiəʊ 'kɒnfərəns/	hội thảo, hội họp qua mạng có hình ảnh

Unit 11		
archaeology (n)	/,ɑ:ki'ɒlədʒi/	khảo cổ học
become a reality (v)	/bɪ'kʌm ə ri'æliti/	trở thành hiện thực
benefit (n, v)	/'benɪfɪt/	lợi ích, hưởng lợi
cure (v)	/kjʊə/	chữa khỏi
discover (v)	/dɪ'skʌvə/	phát hiện ra
enormous (adj)	/ɪ'nɔ:məs/	to lớn
explore (v)	/ɪk'splɔ:/	khám phá, nghiên cứu
field (n)	/fi:ld/	lĩnh vực
improve (v)	/ɪm'pru:v/	nâng cao, cải thiện
invent (v)	/ɪn'vent/	phát minh ra
light bulb (n)	/laɪt bʌlb/	bóng đèn
oversleep (v)	/,əʊvə'sli:p/	ngủ quên
patent (n, v)	/'pætnt/	bằng sáng chế, được cấp bằng sáng chế
precise (adj)	/prɪ'saɪs/	chính xác
quality (n)	/'kwɒləti/	chất lượng
role (n)	/rəʊl/	vai trò
science (n) scientific (adj)	/'saɪəns/ /,saɪən'tɪfɪk/	khoa học
solve (v)	/sɒlv/	giải quyết
steam engine (n)	/sti:m 'endʒɪn/	đầu máy hơi nước
support (n, v)	/sə'pɔ:t/	ủng hộ
technique (n) technical (adj)	/tek'ni:k/ /'teknɪkl/	thủ thuật, kĩ thuật
technology (n) technological (adj)	/tek'nɒlədʒi/ /,teknə'lɒdʒɪkəl/	kĩ thuật, công nghệ
transform (v)	/træns'fɔ:m/	thay đổi, biến đổi
underground (adj, adv)	/ʌndə'graʊnd/	dưới lòng đất, ngầm
yield (n)	/ji:ld/	sản lượng

Unit 12		
accommodate (v)	/ə'kɒmədeɪt/	cung cấp nơi ăn, chốn ở; dung chứa
adventure (n)	/əd'ventʃə/	cuộc phiêu lưu
alien (n)	/'eɪliən/	người ngoài hành tinh
experience (n)	/ɪk'spɪəriəns/	trải nghiệm
danger (n)	/'deɪndʒə/	hiểm họa, mối đe dọa
flying saucer (n)	/'flaɪɪŋ 'sɔ:sə/	đĩa bay
galaxy (n)	/'gæləksi/	dải ngân hà
Jupiter (n)	/'dʒu:pɪtə/	sao Mộc
Mars (n)	/mɑ:z/	sao Hỏa
messenger (n)	/'mesɪndʒə/	người đưa tin
Mercury (n)	/'mɜ:kjəri/	sao Thủy
NASA (n)	/'næsə/	cơ quan Hàng không và Vũ trụ Mỹ
Neptune (n)	/'neptju:n/	sao Hải Vương
outer space (n)	/'aʊtə speɪs/	ngoài vũ trụ
planet (n)	/'plænɪt/	hành tinh
poisonous (adj)	/'pɔɪzənəs/	độc, có độc
Saturn (n)	/'sætɜ:n/	sao Thổ
solar system (n)	/'səʊlə 'sɪstəm/	hệ mặt trời
space buggy (n)	/speɪs 'bʌgi/	xe vũ trụ
stand (v)	/stænd/	chịu đựng, chịu được, nhịn được
surface (n)	/'sɜ:fɪs/	bề mặt
trace (n, v)	/treɪs/	dấu vết, lần theo dấu vết
terrorist (n)	/'terərɪst/	kẻ khủng bố
trek (n, v)	/trek/	hành trình, du hành
UFO (n)	/ju: ef 'əʊ/	đĩa bay, vật thể bay không xác định
uncontrollably (adv)	/,ʌnkən'trəʊləbli/	không khống chế được
Venus (n)	/'vi:nəs/	sao Kim
weightless (adj)	/'weɪtləs/	không trọng lượng

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Biên tập nội dung : TRẦN THU HÀ - VŨ THỊ LAI - HUỲNH KIM TUẤN - RACHEL WILSON - FIONA B. ROSE
Biên tập mĩ thuật : NGUYỄN BÍCH LA
Trình bày bìa và minh hoạ : ĐỖ CHIẾN CÔNG
Thiết kế sách : ĐỖ CHIẾN CÔNG
Sửa bản in : TRẦN THU HÀ - VŨ THỊ LAI
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